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ABSTRACT

UNESCO's Regional Population Education Programme in Asia is periodically assessed in Regional Consultative Seminars. The seminar in which 27 participants and resource persons from 15 countries deliberated was convened to review developments and trends of country programs since 1982 and to assess and co-operatively develop forms of action to make the program more relevant and effective. The report includes: (1) a summary and 12 specific recommendations; (2) summary of the 15 country reports; (3) review of developments, trends, problems, and issues; (4) needs and requirements and strategies of action to meet them; (5) regional co-operation in population education and proposed programs; and (6) conclusions and recommendations. Appendices consist of a list of the seminar's participants, the agenda, the annotated agenda, the achievements of the 1982 recommendations, and a review of the program from 1983-1986. (ML)

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PROGRAMMES OF ACTION TO ENHANCE THE EFFECTIVENESS OF POPULATION EDUCATION

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Report of a Regional Consultative Seminar on Population Education

ROEAP Bangkok, 16 - 22 September 1986

UNESCO REGIONAL OFFICE FOR EDUCATION IN ASIA AND THE PACIFIC

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CONTENTS

Introduction 1

Chapter One : Summary and Recommendations . 7

Chapter Two : Sharing of experiences: summary of country reports . 13

Chapter Three : Review of developments, trends problems and issues . . . 59

Chapter Four : Needs and requirements and strategies of action to meet them 87

Chapter Five : Regional co-operation in population education . . 101

Review of the regional programme in population education in Asia 102

Proposed regional programme in population education for 1988-1991 105

Chapter Six : Conclusion and recommendations 133

Annexes

Annex 1 : List of participants . . . 139

Annex 2 : Agenda 147

Annex 3 : Annotated agenda 149

Annex 4 : Achievements *vis-a-vis* the recommendations of the 1982 Regional Consultative Seminar on Population Education 153

Annex 5 : The regional programme in population education in Asia: 1983-1986: A review 159

INTRODUCTION

UNESCO's Regional Population Education Programme in Asia started in 1970. Since then, the "state of the art" of population education is periodically assessed in Regional Consultative Seminars such as those organized by the UNESCO Regional Office in 1975 in Chiangmai and Bangkok, Thailand; in 1978 in Manila, Philippines; and in 1982 at the UNESCO Regional Office, Bangkok. From 1982 to 1986, it is assumed that there would be many developments and trends from which different country programmes can learn from each other. They have encountered new problems and solutions to some of those problems may not always be easy. This Regional Consultative Seminar is, therefore, convened to share invaluable experiences and to co-operatively develop strategies of actions to meet emerging needs and requirements.

Organizer

The Regional Consultative Seminar on Population Education was organized by the UNESCO Regional Office for Education in Asia and the Pacific at the UNESCO Regional Office, Bangkok, from 16 to 22 September 1986. The Seminar was convened as part of the activity envisioned in the UNESCO-UNFPA supported project RAS/86/P13 approved for 1986.

Objectives

The main objectives of the Seminar were (i) to review the developments and trends of country programmes since the 1982 Regional Consultative Seminar on Population Education; (ii) to assess newly emerging needs and requirements in population education; (iii) to co-operatively develop forms of action to meet the requirements of the new thrusts and developments to make the programme more relevant and effective.

Participation

Twenty-seven participants from Bangladesh, China, Democratic People's Republic of Korea, India, Indonesia, Malaysia, Maldives, Nepal, Pakistan, Philippines, Republic of Korea, Socialist Republic of Viet Nam, Sri Lanka, Thailand and the Union of Soviet Socialist Republics took part in the Seminar. The UNFPA Deputy Representative and Senior Adviser on Population in Thailand and a senior official from UNFPA, New York participated in the Seminar. Likewise, an observer from FAO attended the Seminar. (See Annex 1 for the List of Participants and Observers.)

Preparation of the Seminar

The Seminar was preceded by a Technical Working Group consisting of five resource persons from India, Indonesia, Malaysia, Pakistan and the Philippines, which met from 8 to 13 September 1986. The Technical Working Group prepared one of the working documents of the Seminar entitled, "Programmes of Action to Enhance the Effectiveness of Population Education". The working document consists of three chapters, namely (i) Developments, trends, problems and issues in population education; (ii) Strategies of actions to meet the needs and requirements; and (iii) Proposed Regional Programme in Population Education. Agenda Items 3, 4, 5 and 6 were provided a focus for discussion by this working document. (See Annexes 2 and 3 for the Agenda and Annotated Agenda.)

Inauguration of the Seminar

The Seminar was inaugurated jointly by Mr. Sman Sangmahli, Permanent Secretary for Education, Ministry of Education, Thailand; and Mr. Makaminan Makagiansar, Assistant Director-General for Co-ordination of UNESCO Activities in Asia and the Pacific and Director UNESCO Regional Office for Education in Asia and the Pacific (ROEAP) at 09:00 hours on 16 September 1986. Mr. J.S. Parsons, UNFPA Deputy Representative and Senior Adviser on Population, Thailand, also addressed the Seminar and Mr. Leonardo de la Cruz, Regional Adviser on Population Education delivered the welcome address.

Mr. J.S. Parsons delivered a message to the Seminar on behalf of UNFPA. Among other things, he enjoined the participants to consider whether or not efforts in population education are broad and complete enough to assist young people not only to understand the nature of larger population issues and the impact on quality of life but also their own role in the modern society. For instance, he cited indications of substantial increase in adolescent sex related problems. He said that it is fine to understand how a country's population situation affects the development and quality of life but that the programme should also look at down to earth population problems.

Mr. Makagiansar started his address by extending a warm welcome to the distinguished participants on behalf of the Director-General, Mr. Amadou-Mahtar M'Bow. He pointed out that the Regional Consultative Seminar on Population Education is being organized at a very auspicious year - the International Year of Peace and UNESCO's 40th Anniversary.

In spite of the continuing debate between doomsdayers and optimists, Mr. Makagiansar pointed out the bare fact of millions of people who, partly due to unplanned population increases, do not have even the basic minimum of acceptable human living. In 1980, about 800 million people on earth were living in a state of absolute poverty - a condition not only of low income but malnutrition, inadequate clothing and shelter, poor health and lack of education. The 1980 World Bank report states that about 400 million in Asia lived in absolute poverty, mainly in India and Bangladesh.

In addition to absolute poverty, reference was made to the studies of Paul Harrison, regarding another form of poverty, i.e. relative poverty. While absolute poverty entails real physical suffering on people such as hunger and diseases, relative poverty involves mental suffering brought about by comparing oneself with those people who are vastly better off. The poor poeple agonize largely because they do not

see good reasons for the discrepancy. Mr. Makagiansar then explained that relative poverty is not only at the individual level but at the country level as well. He quoted Paul Harrison's example of Canada and Indonesia around 1970, "A newborn Canadian could expect to live 73 years, the newborn Indonesian only 48 years. The Indonesian child had a one in three chance of going to school - the Canadian no chance of avoiding it. The average adult Canadian had eight or nine years of schooling, the average Indonesian eight months. The Canadian ate 98 grams of protein per day, most of that meat. The Indonesian got only 43 grams, almost all vegetable. Some 35,000 Indonesians had to share one doctor, against only 670 Canadians. All Canadians had access to clean water, but only one Indonesian in sixteen".

Mr. Makagiansar then went on to say that in view of the adverse effects of unplanned population growth, UNESCO's interest goes beyond merely doing theoretical research to help resolve the population debate, but more important to help launch programme such as population education, which has been recognized as one intervention strategy for the enhancement of people's quality of life. He pointed out *inter alia*, UNESCO's commitment in promoting and strengthening population education, for example, the General Conference of UNESCO at its Twenty-third Session adopted a resolution on population education. He also underscored two basic problems of education in the region, i.e. universalization of primary education and the eradication of illiteracy which are largely due to rapid population growth. He pointed out that education could contribute greatly towards curtailing population growth as studies in the region have shown, by and large, that there is an inverse relationship between level of education and fertility. Mr. Makagiansar drew the special attention of the Seminar to consider some other dimensions of population problems such as aging, urbanization and adolescent fertility related problems, as possible areas for population education.

Mr. Sman Sangmahli warmly welcomed all the distinguished participants on behalf of the Ministry of Education, Thailand. In his speech, he underscored the importance of sharing of experiences in terms of successes and obstacles. This, he said, would greatly benefit all concerned. He recognized the fact that quality of life, the ultimate aim of population education, varies from country to country. However, he stressed that any attempt to educate people to help improve their way of life, no matter how ambitious, deserves encouragement and support. He also said that assessment of the achievements of population education is made more difficult by the fact that indicators of human behavioural and attitudinal changes are unavoidably abstract. He said it is easier to measure the success of family planning programme. He, however, believes that family planning and population education programmes must be carried out as to complement each other. Finally, he stressed that in our endeavours to raise the people's quality of life in terms of materialistic aspect, such must not be done at the expense of the psychological aspects.

He then declared the Seminar open.

Election of Officers

The following were elected officers of the Seminar:

Mr. Kamol Sudaprasert (Thailand)	-	Chairman
Mr. Shahabuddin Mahtab (Bangladesh)	-	Vice-Chairman
Mrs. Magdalena E. Dugenia (Philippines)	-	Rapporteur

Closing Programme

The Seminar held its closing programme at 11:00 hours on 22 September 1986 with Mr. Makaminan Makagiansar, Assistant Director-General for Co-ordination of UNESCO Activities in Asia and the Pacific

and Director ROEAP as the main speaker. The Chairman and the other officers of the Seminar as well as some of the participants made brief remarks.

Chapter One

SUMMARY AND RECOMMENDATIONS

The UNESCO Regional Office for Education in Asia and the Pacific organized the Fourth Regional Consultative Seminar in Bangkok from 16 to 22 September 1986. Twenty-seven participants and resource persons from 15 countries in Asia participated in the deliberation of the Seminar.

Sharing of experiences

The first major agenda item of the Seminar was the sharing of country experiences in population education. Most of the country presentations include (i) background of their programme, (ii) developments and trends, (iii) emerging needs, and (iv) strategies of action to solve problems encountered. The highlights of the country papers are presented in Chapter Two.

Development, trends, problems and issues

From the country papers, outstanding developments, trends, problems and issues were crystalized, and discussed at length. The problem areas are discussed in Chapter Three under 12 broad headings, which are summarized below:

National population and educational policies. In many countries, population education is merely a project, and is linked more with the population policy rather than the national education goals. Hence, its status tends to remain *ad hoc* and tenuous.

Awareness and commitment. In some countries, there is a gap in the commitment of educationists *vis-a-vis* those of policy makers. Where the commitment of the latter is wanting, adequate resources for the programme have not always been made available.

Planning and management. In most countries, project directors are often specialists in certain disciplines (e.g. social science, science, education) with few skills in scientific management, and therefore many population education programmes are not well managed.

Expansion of core messages of population education. The Seminar assumed that for the remaining years of the twentieth century, some developing countries of the region would approximate and, perhaps, even transcend the population stability threshold. These countries are, therefore, likely to be confronted with new dimensions of the population problem including the interactive relationship of population dynamics and development which affects people's quality of life, preservation of family life concerns, adolescent fertility-related problems, aging, migration and urbanization. Hence, the need to include population education messages on such population-related problem areas.

Adaptation of materials. Many prototype materials developed at the regional and national levels are not always used at the grass roots level, largely because such materials have not been adapted to meet the needs peculiar to different socio-cultural settings.

Population Education in APPEAL. The universalization of primary education and eradication of illiteracy remain two of the greatest problems of education in the region. It has also been found that, by and large, the people's level of education and fertility rates are inversely related, and that illiterates tend to be poor and are likely to have larger sized families. It is, therefore, hoped to integrate population education in the Asia-Pacific Programme of Education for All (APPEAL).

Effectiveness of training programme. Training programmes in population education have been going on. However, there is a dearth of cost-effectiveness studies that could serve as guides for the choice of the most appropriate training schemes.

Implementation process. There are very rare instances when the *process* aspects of programme implementation are documented. Consequently, emerging country programmes tend to proceed by trial and error just as the more advanced programmes did.

Role of universities. The universities could be a useful source of knowledge and expertise of population education. However, this has not always been so in many countries, partly because population education is at times not seen by the university community as being in consonance with the traditional university orientation to excellence in research and academic pursuits.

Research and evaluative studies. In many countries, population content is not based on good research. Likewise, it is difficult for population education in many countries to show the effects and impact of the programme due to inadequate evaluative studies. In some countries, there are many basic research papers in demography, population studies and population-related fields; but these are not fully utilized by population educators.

Population education documentation. In some countries, there are three main problems in regards to population education documentation. First, textbooks and other materials acquired are not being catalogued and organized systematically. Second, there is a lack of skills to transform materials. Third, there is no systematic mechanism for information networking or resource sharing to facilitate dissemination and use of information by the intended target audience.

Needs and requirements and strategies of action to meet them

Through the deliberation of the development, trends, problems and issues, the Seminar identified emerging needs and requirements in population education. The Seminar realized that if the programme is to be made more relevant and effective, strategies of action need to be formulated and implemented at the national and regional levels. Chapter Four briefly describes the needs and requirements, and below each area of need, strategies of action were suggested. Since the needs and requirements and the strategies of action are meant to solve the problems and/or resolve the issues cited in Chapter Three, Chapter Four covers the same general problem areas.

Regional Co-operation in Population Education

One of the main agenda items of the Regional Seminar was on Regional Co-operation in Population Education. It consisted of two main parts, namely (i) Review of the Regional Programme in Population Education in Asia; and (ii) The Proposed Regional Programme in Population Education for 1988-1991.

The regional programme was reviewed focused on the achievements *vis-a-vis* the recommendations of the 1982 Regional Consultative Seminar and the immediate objectives of RAS/86/P13. It was noted that most of the recommendations of the 1982 Seminar were implemented. By and large, the Member States and UNFPA expressed satisfaction on the technical assistance provided by the Regional Team. The Seminar, however, identified seven areas which would require the attention and assistance of the Regional Team in the future. These include assistance in (i) developing core messages on emerging problem areas (e.g. adolescent-fertility-related problems, aging, etc.); (ii) the translation of materials; (iii) the follow-up of the recommendations of regional workshops at the national level; (iv) the transformation of materials; (v) the use of expertise from neighbouring countries to help emerging country programmes; (vi) the development of

awareness materials for policy makers; and (vii) the packaging of population education materials for various target groups.

The Seminar also proposed a Regional Programme in Population Education from 1988 to 1991. The programme and activities proposed consist of three main clusters, namely (i) advisory services, (ii) mobilization of national capacities for inter-country cooperation, and (iii) regional seminars and training workshops. Advisory services shall consist of awareness and orientation, needs assessment, programme planning and project formulation, training, curriculum and materials development, project review and evaluation, population education documentation, and identification of new areas of developments.

Mobilization of national capacities shall include regional and national training programmes, study tours, attachment programmes, short-term courses and long-term fellowships in population education.

The regional seminars and workshops proposed are designed to help country programmes resolve crucial problem areas and are deemed necessary if country programmes are to be continually improved.

Recommendations

1. The Seminar recommends that the original core messages be retained and ways and means of expanding the scope of such messages be identified, taking into consideration various socio-cultural concerns of individual countries.

2. The Seminar urges countries to undertake appropriate steps to reflect population education in national education policies and plans.

3. The Seminar urges the Member States to consider the strategies for action proposed in Chapter Four of the Report.

4. The Seminar recommends that efforts be made to secure the collaboration and involvement of higher institutions of learning in population education.

5. The Seminar urges that efforts be directed towards the incorporation of population education in the Asia-Pacific Programme of Education for All (APPEAL).

6. The Seminar urges that efforts be made for the establishment of a mechanism for an information network for more effective dissemination.

7. The Seminar urges that donor agencies support short-term courses, fellowships, attendance in population-related seminars and conferences, and attachment programmes to ensure the upgrading of the professional capabilities required for the programme and to create a pool of trained personnel.

8. The Seminar urges that countries of the region should make efforts to integrate population education in the programmes for the pre-service training of teachers and field workers.

9. The Seminar urges that donor agencies should provide sufficient funds for undertaking at the regional level, translation of selective materials and its dissemination among interested country projects.

10. The Seminar recommends that UNESCO should take steps to implement the regional actions suggested in Chapter Five of the Report.

11. The Seminar recommends the need for the continuance of the Regional Advisory Team on Population Education.

12. The Seminar recommends strongly that UNFPA continues providing the much needed financial assistance to population education in the region.

Chapter Two

SHARING OF EXPERIENCES: SUMMARY OF COUNTRY REPORTS

Introduction

Since 1970, more countries have launched population education programmes. At the start, young country programmes profited from the experiences of advanced programmes. As programmes are launched and implemented, no matter whether they are new or old, they continue innovating and renovating. From 1982 to 1986, many developments, trends, problems and issues gave rise to new needs and requirements. Each country has tried to cope with those problems - sometimes successfully and at times with a certain degree of frustration.

In this Chapter, the highlights of the country experiences, especially since the 1982 Regional Consultative Seminar are presented. In general, the country experiences made reference to (i) the background of the programme; (ii) developments and trends; (iii) emerging needs; and (iv) strategies of action to solve problems and to cope with new needs and requirements.

In the presentation of their experiences, the participants also reported on what they have achieved *vis-a-vis* the recommendations of the 1982 Regional Consultative Seminar. This has been summarized in Table 1.

Table 1. Achievements in meeting the recommendations of the 1982 Regional Consultative Seminar - by country

Recommendations \ Country	Bangladesh	China	Dem. People's Rep. of Korea	India	Indonesia	Malaysia	Maldives	Nepal	Pakistan	Philippines	Rep. of Korea	Soc. Rep. of Viet Nam	Sri Lanka	Thailand	U.S.S.R.	Total
1. **Needs assessment**																
1.1 a) Conduct studies to assess the state of the art of population education.	FA	FA		FA	FA	PA	PA	PA	FA	FA	FA	PA	FA	PA		FA = 8 PA = 5 NA = 0
b) Organize national seminars for policy-makers, planners and other professionals to assess needs in population education.	FA	FA		FA	FA	PA	NA	FA	FA	FA	FA	FA	PA	PA		FA = 9 PA = 4 NA = 0
2. **Stimulating, developing and supporting programme**																
2.1 Organize national seminars to stimulate awareness about population education among high level officials.	FA	FA		FA	PA	FA	FA	FA	FA	FA	PA	FA	PA	FA		FA = 10 PA = 3 NA = 0

Note: FA = Fully achieved. PA = Partially achieved. NA = Not achieved.

Recommendations \ Country	Bangladesh	China	Dem. People's Rep. of Korea	India	Indonesia	Malaysia	Maldives	Nepal	Pakistan	Philippines	Rep. of Korea	Soc. Rep. of Viet Nam	Sri Lanka	Thailand	U.S.S.R.	Total
3. Commitment																
3.1 a) Organize national seminars for policy/decision makers to develop and sustain commitment to population education.	FA	FA		FA	PA	FA	NA	FA	PA	FA	NA	FA	PA	PA		FA = 7 PA = 4 NA = 2
b) Organize inter-departmental and inter-ministerial planning and development meetings.	FA	PA		FA	FA	FA	NA	FA	FA	PA	FA	PA	PA	FA		FA = 7 PA = 5 NA = 1
c) Enlist the support of professional and voluntary organizations.	FA	FA		FA	FA	PA	NA	FA	FA	PA	PA	PA	NA	FA		FA = 7 PA = 4 NA = 2
d) Organize in-country study visits.	PA	FA		NA	FA	NA	NA	PA	PA	FA	NA	• NA	NA	NA		FA = 3 PA = 3 NA = 7
e) Tap the mass media for publicity campaign about population education. Organize radio and television and essay contests.	PA	PA		PA	PA	FA	NA	FA	PA	FA	FA	PA	PA	PA		FA = 4 PA = 8 NA = 1

Note: FA = Fully achieved. PA = Partially achieved. NA = Not achieved.

Recommendations \ Country	Bangladesh	China	Dem. People's Rep. of Korea	India	Indonesia	Malaysia	Maldives	Nepal	Pakistan	Philippines	Rep. of Korea	Soc. Rep. of Viet Nam	Sri Lanka	Thailand	U.S.S.R.	Total
4. **Population education and development**																
4.1 Conduct a study to determine the ways in which population education contributes to the realization of population objectives, population policy, and national development goals.	FA	FA		PA	PA	FA	NA	PA	NA	FA	NA	PA	PA	PA		FA = 4 PA = 6 NA = 3
5. **Reconceptualization**																
5.1 Reconceptualize population education to make it more feasible, functional and conducive to the enhancement of quality of life.	PA	PA		FA	PA	FA	NA	PA	FA	FA	FA	PA	FA	FA		FA = 8 PA = 4 NA = 1
6. **Minimum and adequate curricular learning requirements**																
6.1 a) Formal-school - develop minimum and adequate learning requirements designed to attain desired cognitive and behavioural outcomes at each grade level.	FA	FA		PA	FA	FA	FA	FA	FA	FA	PA	PA	PA	FA		FA = 9 PA = 4 NA = 0

Note: FA = Fully achieved. PA = Partially achieved. NA = Not achieved.

Recommendations \ Country	Bangladesh	China	Dem. People's Rep. of Korea	India	Indonesia	Malaysia	Maldives	Nepal	Pakistan	Philippines	Rep. of Korea	Soc. Rep. of Viet Nam	Sri Lanka	Thailand	U.S.S.R.	Total
b) Non-formal - develop core learning requirements in population education for integration into various development programmes.	PA	PA		FA	FA	FA	FA	FA	PA	FA	PA	PA	NA	FA		FA = 7 PA = 5 NA = 1
7. **Training modalities**																
7.1 Conduct studies on the cost effectiveness of various training modalities.	FA	PA		FA	PA	FA	NA	FA	FA	FA	NA	PA	NA	NA		FA = 6 PA = 3 NA = 4
8. **Teaching methodologies**																
Undertake a joint research innovative teaching methodologies.	FA	FA		PA	NA	FA	NA	PA	FA	NA	PA	PA	NA	PA		FA = 4 PA = 5 NA = 4
9. **Programmes for special groups**																
9.1 Organize follow-up national workshops.	FA	FA		NA	PA	NA	NA	NA	NA	FA	PA	PA	PA	NA		FA = 3 PA = 4 NA = 6

Note: FA = Fully achieved. PA = Partially achieved. NA = Not achieved.

Recommendations \ Country	Bangladesh	China	Dem. People's Rep. of Korea	India	Indonesia	Malaysia	Maldives	Nepal	Pakistan	Philippines	Rep. of Korea	Soc. Rep. of Viet Nam	Sri Lanka	Thailand	U.S.S.R.	Total
10. **Evaluative research**																
Organize follow-up national workshops on evaluative research.	PA	PA		NA	PA	PA	NA	PA	PA	FA	NA	FA	NA	NA		FA = 2 PA = 6 NA = 5
11. **Institutionalization**																
11.1 a) Organize national workshops to identify constraints to institutionalization and ways and means to overcome them.	PA	FA		PA	PA	NA	NA	FA	NA	FA	PA	PA	NA	NA		FA = 3 PA = 5 NA = 5
b) Expand population education to cover both the formal and non-formal sectors.	PA	FA		FA	FA	FA	FA	FA	PA	FA	FA	PA	NA	FA		FA = 9 PA = 3 NA = 1
c) Countries of the region may consider the establishment of a population studies centres.	NA	FA		FA	PA	FA	NA	PA	FA	FA	PA	PA	NA	FA		FA = 6 PA = 4 NA = 3
12. **Population education documentation**																
a) Build a population education collection and dissemination service.	FA	NA		PA	NA	FA	NA	PA	PA	FA	FA	PA	PA	FA		FA = 5 PA = 5 NA = 3

Note: FA = Fully achieved. PA = Partially achieved. NA = Not achieved.

Recommendations \ Country	Bangladesh	China	Dem. People's Rep. of Korea	India	Indonesia	Malaysia	Maldives	Nepal	Pakistan	Philippines	Rep. of Korea	Soc. Rep. of Viet Nam	Sri Lanka	Thailand	U.S.S.R.	Total
b) Facilitate the flow of population education information within the country.	FA	PA		PA	NA	FA	NA	FA	PA	FA	FA	PA	PA	FA		FA = 6 PA = 5 NA = 2
c) Translate population education materials from English to national language and the national language to the local languages, and vice-versa.	FA	PA		FA	PA	FA	NA	FA	PA	FA	PA	PA	PA	NA		FA = 5 PA = 6 NA = 2
d) Train personnel in the transformation, re-packaging and selective dissemination of information.	NA	NA		PA	NA	FA	NA	PA	FA	FA	PA	PA	PA	NA		FA = 3 PA = 5 NA = 5

Note: FA = Fully achieved. PA = Partially achieved. NA = Not achieved.

BANGLADESH

Background

Bangladesh, with a small land area, is one of the most densely populated countries in Asia. It has identified population as the number one problem. Various steps have been taken, both at the Government and non-government levels to tackle this problem.

Bangladesh recognizes population education as one intervention strategy for development and for attaining a suitable quality of life for its people. The main responsibility of the Ministry of Education in this respect is to introduce population education in the formal school system. The programme covers the whole system of education including all stages and types of education.

The main objective of the programme is to effect attitudinal changes concerning population related problems of all students at the schools, colleges, and Madrashas through knowledge about the population situation. Population education contents are provided in textbooks for schools, colleges, Madrashas, technical, vocational and commercial institutes and teacher training institutes. It is assumed that the programme would help the future citizens of the country to gain competence to take rational decisions about population matters in their personal, social, community and national life when they grow up and have a family of their own.

Developments, trends and problems

The programme was implemented in two phases - first, during the period from 1976 to 1980 and the second, from 1980 to 1985. The main programme components were (i) curriculum and material development; (ii) training; (iii) publication and documentation; and (iv) research and evaluation. Work in these areas continued from 1982 to 1985.

The new component added during the period is the introduction of population education in the Madrasha system of education. Population education content was integrated into the Madrasha textbooks up to class X. Population education was also integrated in the training of Madrasha teachers. Special materials for Madrasha teachers were developed and used in the training of teachers. For classes IX to XII in the general stream of education, the programme developed curriculum and materials, and audio-visual software. The programme also developed and updated manuals and modules; undertook research and evaluation studies and documentation and publication of population education materials. It continued to operate the two libraries with special attention to the mobile library. The programme completed almost all the targetted training activities in the general stream of education.

The programme also developed population content for inclusion in the primers of non-formal education.

Problems

The main problem was the resistance from the orthodox group of Madrasha people and some educated people with conservative attitudes. This hampered the programme. A long process of discussions, exposures and orientations was resorted to, to solve this problem.

Another problem arose from inadequate cooperation from the people responsible for curriculum development and implementation, especially at the university level. Consequently, the introduction of population education in classes XIII and XIV has not been achieved.

As the universities are autonomous bodies, the univesities control the academic programmes and curricula. The staff of the Population Education Programme had to arrange a number of meetings and discussions with the university authorities, particularly with the University Grants Commission. A task force consisting of senior teachers of the universities and

degree colleges, population education specialists, representatives of the various ministries and policy planners was formed.

ment also made some recommendations for the incorporation and improvement (where integrated already) of population education content in the relevant subjects of various Departments at the University level.

The abrupt decision taken to merge the programme activities with appropriate institutions/ organizations of the education system before appropriate preparation for the task, needs to be reviewed and reconsidered for revival of the programme.

Emerging needs and requirements in population education

The programme content needs renewal and updating. The extensive use of mass media, like radio and television, is emerging. Population education content also needs to be integrated more extensively with the development programmes of various ministries. This will complement the work done by the formal education sector.

There is also a need for the adoption of modern methods of teaching, development of suitable training modalities, preparation and application of improved audio-visual aids, co-ordination of efforts among different organizations and agencies to make population education more effective and to conduct action research and continuous evaluation. Likewise, there is need for further suitable materials both in the formal and non-formal sectors.

There is need to prepare the institutions and their staff for their eventual take over of all aspects of the programme.

Strategies of action to meet the emerging needs and requirements

To meet the above needs and overcome the problems, a separate and independent unit in the Ministry

of Education should be created. This suggestion is in line with the recommendations of the National Seminar (1984), the Needs Assessement Mission (1984) and the Summative Evaluation (1985).

CHINA

Background

China began implementation of the project, CPR/80/P14 - Population Education in Secondary Schools in 1980 and population education has been offered in about 6,000 middle schools to over 6 million students. The experiences gained from 1980 to 1986 are summarized below.

Development

Population education in Chinese middle schools is viewed as one means to fight against traditional feudalistic ideology. The success of the programme would signify the triumph of science.

Population education in middle schools is but one of the links in a chain of educational processes, the success of which cannot be realized without the firm support of the government and all concerned. The well organized structure of the educational institutions at all levels could make the job easier.

Continuing are the development of adequate and innovative teaching materials and necessary audio-visual materials; and the training of administrators and teachers who could help ensure the success of population education.

The financial aid given by UNFPA and the very effective assistance rendered by the UNESCO Regional Team on Population Education, and other staff members of ROEAP have contributed so much to the smooth implementation of the programme in China. However, population education in China is still at the preliminary stage. Compared with the large population and vast

land, which China owns, there is much more work to be done. There is still a long, long way to go if the medium-term objective of the total population being contained within the limit of 1,200 million by the end of the present century, is to be achieved.

Needs and requirements

At least 200,000 teachers have to be trained in addition to the 23,000 already trained during the last eight years. Therefore, more pedagogical institutes should be involved.

The experience gained by the pilot middle schools will have to be passed on to the other schools in different provinces. Sharing of experiences seminars need to be conducted annually. A lot more audio-visual aids need to be developed to meet the needs of the ever-expanding education on population science.

Priority should be given to the middle school students in the rural areas. This is because 70 per cent of the population is rural. It is really hard to estimate how many more students need to be reached to make the programme a complete success in China.

Evaluative research (e.g. evaluation of impact) will also have to be done in pilot schools as the students who have received population education are of marriageable age and are getting married. Another workshop on monitoring, evaluation and evaluative research needs to be conducted in the summer 1987, the third in the series.

More training courses need to be organized for policy makers and high level administrators in different provinces so that more funds can be raised from both the national and provincial levels, and a stronger leadership ensured.

There is also a need for more international exchanges through inter-country study visits. The technical assistance of the UNESCO Regional Team on Population Education and other staff members of ROEAP shall continue to be urgently needed.

Lastly, but by no means less important, funds from UNFPA and the Chinese government are decisive and essential to ensure success of population education at both the formal and non-formal education sectors.

Non-Formal School Population Educatin in China

CPR/85/P42 started at five pilot peasant schools in Hunan Province in China in 1985 and has been expanded to another five schools this year. By 1990, 34 peasant schools in the province shall be covered by the programme. Peasant schools are adult education institutions offering 2-year courses. The students are either about to reach legal marriage age or have already done so. Population education for them, therefore, is crucial as it has a direct and immediate effect on their lives.

Development

The main aim of the pilot project is to gain experience in curriculum and materials development, teaching methodologies and, more importantly, the training of teachers. population education is offered as an independent course in the schools, for two hours a week, 40 hours a semester. It is also integrated into political studies, mathematics and biology. A set of textbooks has been compiled, revised and used for teaching. Teaching has been carried out using different teaching methodologies with audio-visual aids, posters and charts, as well as with field surveys. These methodologies have made the teaching of population education easier, more interesting and challenging to students. Two provincial level and one overseas training workshops for key population education teachers have been organized involving 50 teachers. At the school level, 244 teachers of other subjects were also trained in population education. So far, 2,250 students have been taught population education.

Needs

There is a need to adopt distant teaching approaches to enlarge the coverage of population educa-

tion, especially in rural areas, over a relatively shorter period of time.

The other needs are:

1. Timely distribution and dissemination of population education information at school level;
2. Inter-project exchange and co-operation in China and the region; and
3. Reconfirmation of commitments of local governments in terms of budgetary allocation.

Strategies of action

The following strategies of action are being considered and implemented:

1. Teacher training using the TV University, radio broadcasting programme for population education.
2. Establishment of an effective network for collecting and disseminating population education information in the province.
3. Involvement of project staff in activities such as sharing of experience seminars, evaluation workshop and orientation programmes.
4. Organization of orientation workshops for government officials at the local levels from time to time so as to keep them aware of the status, trends and problems of population education, and eventually obtain their commitment and continuous support.

DEMOCRATIC PEOPLE'S REPUBLIC OF KOREA

Background

In the Democratic People's Republic of Korea, since 1953 there has been universal free education and free medical service. Universal 11-year compulsory free education was introduced in 1975. Children and students, who account for more than one half of the population, receive free education.

There are over 230 universities and colleges in the country. The country has successfully solved the problem of illiteracy 20 years ago. Through this educational system, everybody has an opportunity to study and acquire full knowledge of nature, society and human relationship, which are directly linked with population issues.

Importance is also attached to out-of-school education and social education. The work is done through the mass media like newspapers, magazines, radio and television. For those who are working in the state organizations, factories and farms, lecture meetings on population-related issues are organized periodically.

The population of Democratic People's Republic of Korea is now about 18 million. The average number of children per family is 2.5. The average age of marriage is 25 for girls and 28 for boys. Social norms/rules prevent students from getting married while still studying. The Democratic People's Republic of Korea regards the improvement of the people's quality of life as one of its main goals.

Development

The Government is taking all kinds of measures to protect and promote the quality of life and health of people in a most efficient way so as to enable them to actively participate in social life, taking into consideration the policy of further improving the present population structure and adjusting popula-

tion growth commensurate with the demands of the national economy and the growth of population. For instance, in 1953, a policy to increase the population was started. And later, as the population stabilized and the demands for the materials, culture and health enhanced, a policy to maintain the present population structure and adjust the population growth rate was launched accordingly.

Population education is dealt with in various forms in the curriculum from the kindergarten up to universities in order to help people live a healthy and long life. In kindergarten, school children are taught family life and relationships through the subjects of morality and practice. In the primary schools population-related topics are reflected in the subjects nature, mathematics and mother tongue. In secondary school, population content goes into hygiene, girl student's practice, biology and forest and gardening to inculcate the interrelationship between the population and economic development and people's quality of life, their health and the issues between environment and human life.

Perhaps, an important way to further develop population education in the Democratic People's Republic of Korea is via the organization of seminars at the national and regional levels to exchange experiences and to provide key officials concerned with opportunities to study how the other countries are implementing the programme.

Lastly, it is hoped that ROEAP will continue to give priority, as has been done in the past, to help enhance the quality of population education.

INDIA

Background

The problem of population growth was a matter of concern in India even before independence in 1947.

As a result of wide-ranging development programmes in various sectors like education, health care, improved nutritional status, and improved public sanitation, many of the diseases responsible for large scale mortality have been controlled or eliminated. Life expectancy has more than doubled in this period. The increased life span and reduced mortality rate have aggravated the problem of population growth. The Government of India accepted family planning as a national policy and made it a part of the First Five-Year Plan (1951-1956). Sometime later, the potential of education as a means of solving this problem - though a long-term one - was realized and it took shape in a national seminar on population education in 1969. The Government of India made it a part of its national policy on population in 1976. The Board of Secondary Education in States responsible for prescribing the courses of study, decided in 1978 to include population education in schools and in teacher training institutions. The parliamentarians at the national level and in many of the States have constituted forums of parliamentarians on population and development.

This development towards the realization of the importance of population education and intra-national activity has been supported and augmented by the population education project started in 1980 with financial assistance of UNFPA and technical assistance from UNESCO. The first phase of the project has been completed and the second phase for the period 1986-1990 has been started.

The population of India in 1981 was 683 million, with about 151 million children in the school going age-group of 6-18 and about 3 million teachers.

In India, the State Governments mostly look after school education. There are about 750,000 schools in India with the student population of about 125 million. There are about 1,500 teacher training institutions in the country of which about 1,100 are for the training of elementary school teachers and about 400 for the trainng of secondary school teachers.

For the Population Education Project, the Ministry of Health and Family Welfare is the nodal Ministry at the national level. The Department of Education in the Ministry of Human Resource Development is responsible for implementation of the population education project in the education sector. The population education project has three main components - the first in schools and the non-formal sector, the second in the adult education sector and the third in the university sector.

Development, trends, problems and strategies of action

The first phase was preceded by a National Base Line Survey of the Status of Population Education conducted in 1979. This helped the programme and on this basis prototype curricular, textual and instructional and supplementary reading materials were prepared. The project covered classes I to X. In this phase, 21 States and Union Territories have prepared curricula and 15 States have prepared textbook lessons on population education. In this phase, about 44 million children, which is roughly half of the school going population in the country, have been exposed to population education ideas. About 26,000 key persons and 400,000 teachers have been oriented in special short-term courses. Last year, the UNFPA and the Government of India jointly organized an innovative nationwide competition in which children were invited to express their ideas about the population situation in the form of paintings. After the national level selection, some of the paintings selected were brought out in the form of a picture book. This reveals the often unique perception and sensitivity of the young students to the population situation and, perhaps, indicates that the message of population education is being effectively conveyed.

Needs

In the second phase, classes XI and XII are being brought under the project. Traditions being very strong in India, sex education has not been found possible, particularly in the lower classes. Even open

propagation of family planning in the period 1975-1977 led to a considerable back-lash. Therefore, the materials developed for classes I to X treat the subject in an indirect manner and by implication. In classes XI and XII in the second phase, the proposal is to cover concepts of family size, delayed marriage, responsible parenthood, etc. in a more direct and detailed manner.

Although a beginning has been made in the use of radio and television in the first phase, with the availability of a large programme production system within the education sector and also transmission coverage for television, radio and television are proposed to be used in a much more effective manner. Many universities and State Governments, including State Boards of Secondary Education, have already included population education in the courses of study. The thrust in the second phase is to make the content coverage more specific, the message more direct and the materials more meaningful in the courses of study for all the levels of school education and teacher training. Thus, the teachers involved earlier will be covered by short-term orientation courses and the attempt is to expose the new teachers to population education in their pre-service training.

The adult education programme in India is very large and concentrate primarily on adults in the age-group of 15-35 who are also more important from the point of view of population control. The aims to convey population education messages to the adult population.

It is proposed to convey population education messages in universities through foundation course, to all graduate students, through population education clubs and through the extension and social service programmes of the universities to the local community.

Each university being an autonomous institution, the process of implementation is slow, as is also the situation in regard to the school system where each

State Government and the Board of Secondary Education function somewhat similarly. Therefore, preparation of prototype materials and strategies for implementation of the project is only a beginning and it takes time for independently working institutions to take up implementation in a synchronized manner.

The second phase of the population education project for the period 1986-1990 is not large in terms of money but its objectives are ambitious and the targets are very large for covering the school population, the adult population and the university population. The first phase of the project has achieved substantial results and has created an appropriate base in terms of materials and methodologies for a much larger programme.

INDONESIA

Background

The population of Indonesia in mid-1986 is estimated at about 168 million with 2.1 per cent annual growth rate. The 1980 census, showed that the population was about 147 million with 2.32 per cent growth rate per annum. In view of the large population and high rate of growth, the Government decided that a multi-sectoral programme was needed to achieve better quality of life of the people. Although, family planning is the main programme for that purpose, more and more attention is given to the educational sector due to the fact that this sector plays an important role in the development and re-orientation of attitudes towards population problems.

Population education started in Indonesia in the early 1970's with a series of seminars, workshops, etc. to introduce and popularize this new component of education among the educators and policy makers. The institutionalization process, started in 1975 with the introduction of this programme in the new curricula (Kurikulum 1975). With a ministerial decree, population

education was infused in five subjects in the curricula of elementary, junior and senior high schools including vocational and technical schools. With the resources provided for in the Fourth World Bank Project, starting from 1985 the process of institutionalization will hopefully be pursued more vigorously covering both the in-school as well as the out-of-school sectors.

Developments, trends, problems and strategies of action

Most of the recommendations of the Regional Consultative Seminar in 1982 have been carried out at the national level although some have not yet been fully implemented due to some constraints. Fortunately, with the additional budget from the UNFPA and the expansion of the nationl population education programme within the Population Project of the World Bank IV, most of the activities in population education implementation are covered which include the following:

1. Training for headmasters, supervisors and teachers for the in-school programme; and facilitators, tutors and administrators of district learning centres.

2. Production of instructional materials: reading books, teachers' guide and audio-visual materials.

3. Evaluation and research both for the in-school as well as for the out-of-school programmes.

4. Expansion of the programme to various private institutions and training centres of different ministries.

5. Collaboration with various social organizations in the implementation of population education in several education efforts including health, income generating projects, etc.

6. Expansion of population education into the "Madrasah" and "Pesantren" (Muslim institution) activities.

7. Expansion of programme through radio and television broadcasts and exhibitions on population education.

Continuation of the World Bank support and additional budget from UNFPA will cover all the main activities mentioned until 1990. It is expected that in the in-school programme by that time, the programme shall be fully institutionalized, where population education shall become an integral part of the educational system.

A new policy was launched in May 1986 on the involvement of out-of-school youth in population-related activities. "Pramuka" (Boy and Girl Scouts), "Karang Taruna" (Youth for Social Programmes) and other youth organizations are actively involved in various population activities especially in the sector of training on family planning motivation. Family planning education was launched nationally specifically for the out-of-school programme, where adolescence and youth are the main targets.

Training and reading materials have been provided for this purpose since April 1986. It was planned that around 11,000 tutors will be trained during the current fiscal year to work at the village level among the youth.

MALAYSIA

The achievement of a *good quality of life* for all its citizens has always been a goal of national development in Malaysia. The population of the country is relatively small, estimated at 15.5 million in 1985, but the country has a potential to support a bigger population with its abundance of natural resources and raw materials. Nevertheless, it shares many population features and characteristics with its neighbours: a high, but declining, population growth rate; a very young population; and uneven distribution and unchecked

flow of rural-urban migration. During the mid-term review of the Fourth Malaysia Plan (1983-1984), the Government announced the new Population Policy which emphasized the population concerns in development process and planning and the stabilization/optimization of population to a limit of 70 million by the year 2100. The national programme is now being planned with the objective of achieving replacement level fertility by the year 2100.

In line with this policy, the focus is now on the creation of the quality of the population and development of a productive and efficient population which would be able to support a bigger population. Developing quality population involves equipping individuals with the appropriate knowledge and skills regarding the problems and issues of society and the environment as well as preparing them to face the challenges ahead. In addition to this, developing quality population also involves building skilled and efficient manpower, possessing good work ethics leading to quality production. These are the areas of concern in which education in both the formal and non-formal sectors play a significant role - in shaping the individual's characteristics in order to attain the national objectives and aspirations.

The Ministry of Education, responsible for the in-school programme, has taken the initiative to ensure that population issues and population-related issues are incorporated within the broad concept *quality of life issues*, the latter being an integral component of curriculum content. The aim is to develop in students the right knowledge, skills, values and attitudes regarding social-environmental issues and preparing them to face the challenges ahead, as well as stressing values such as discipline, responsibility, co-operation, loyalty, meticulousness, in line with national objectives and aspirations. Currently, the population-related issues being emphasized are environment, energy, consumerism, drug abuse. These are being integrated into the appropriate subjects at both the primary and secondary levels.

Recognizing that population issues have implications at both the micro and macro levels and acknowledging the need for multi-sectoral approach to achieve national population/demographic goals, the in-school programme emphasizes the necessary skills which students could utilize to make their own informed decisions on matters pertaining to family, optimum family size and other population-related issues at the appropriate time in their adult life. Such decisions would be based on personal as well as societal value decisions, in addition to community and national needs in order to complement development goals and manpower requirements.

In the tertiary institutions, population matters have been incorporated into the appropriate subjects: social and preventive medicine, 'obgyn', geography and the basic science subjects. A Population Studies Centre has also been established in the University of Malaya. Such measures clearly indicate the government's concern over population issues in the country.

In the non-formal education programmes, aspects of population concerns have been fully integrated. The National Population and Family Development Board, through its IEC activities, has been the main organization in providing the "core messages". Other agencies responsible for social development programmes such as the Ministry of health, the Ministry of National Rural Development and the Federation of Family Planning Association (FFPA) have incorporated family development concepts in their ongoing educational programme.

MALDIVES

Background

The Republic of Maldives is an archipelago of around 1,200 islands in the Indian Ocean and the inhabitants consist of small and closely knit society unified by the bonds of Islamic faith, a common language and common history.

The population of the Maldives, according to the 1985 Census was 181,453 with 94,060 males and 87,393 females. The annual population growth rate is about 3.3 per cent.

The nation's gross domestic product is estimated to be 524 million Rufiyas* in 1985, at 1984 constant prices. The per capita income is about 2,900 Rufiyas.

The literacy rate is quite high at 82 per cent for the population over 15 years of age in 1977 and 86.7 per cent in 1983. A planned basic adult literacy programme is underway which aims to eliminate illiteracy by the year 1986. Currently, two types of educational systems are provided. That is the traditional school system and English medium school system.

The fertility level was 6.4 in 1977 and data showed that the women of ages 15-39 contribute 97 per cent of all the births.

Developments, trends and problems

The population education project was launched for the first time in 1984 as an intervention strategy to make education relevant to the needs of the country and to contribute to the improvement of quality of life. Initially, a study was conducted to assess the state of the art of population education. A KAP survey was conducted and the findings of this survey were presented in meetings in the regions of the country.

A seminar for policy/decision makers to sustain commitment is planned. A workshop to prepare materials for communication of population education messages was organized. Posters, puppets, flannel charts and graphs were produced to convey population concepts in selected subjects. A workshop for development of curriculum materials for functional literacy is also planned.

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*Approximately 7.00 Maldive Rufiyas = One United States dollar.

Fellowships for programme staff to study curriculum development, materials production, training of teachers and evaluation in population education in both formal and non-formal education were arranged. This was done through a 35-day attachment programme in Manila, Bangkok and New Delhi.

As approved in the UNESCO Regional Workshop held in Manila in 1985, some core messages relevant for Maldives were identified to be introduced in the primary level of the formal education sector and the non-formal education sector. Translation of materials is ongoing.

Emerging needs

It is important to create an awareness among key officials at policy and decision-making levels.

Manpower and financial constraints should be given equal emphasis in order to successfully implement the population project.

Strategies for the emerging needs

In order to overcome the two constraints, training and manpower development need to be emphasized and financial resources should be made available on time.

Special assistance is necessary from the UNESCO Regional Team on Population Education at the initial stage of the project in order to overcome the shortage of manpower expertise, particularly for a small island country like Maldives where availability of professional manpower is a critical problem.

NEPAL

Background

The Kingdom of Nepal covers a rectangular area of 147,181 square kilometres. It is divided into three broad ecological zones running east to west. These

three zones comprise roughly 15 per cent, 68 per cent and 17 per cent of the total land area; and 8.7 per cent, 47.7 per cent and 43.6 per cent respectively of the total population.

Rapid growth of population is a recent phenomenon in Nepal. The total population of the country rose from 9.41 to 11.55 million in 1981. In 1985, the population was estimated to be about 15.02 million. If the present annual population growth rate of 2.66 per cent continues, the population will double in about 26 years. His Majesty's Government adopted a national population policy which is aimed at lowering the fertility rate from 6.3 to 2.5 and population growth rate from 2.66 per cent to 1.2 per cent by the year 2000.

Development, trends and problems

In Nepal, population education is undertaken by four independent units/offices with carefully delineated responsibilities for programme implementation. These are the Curriculum Textbook and Supervision Development Centre, Adult Education Division of the Ministry of Education and Culture; the Curriculum Development Centre and the Institute of Education, both in Tribhuvan University. In view of the need for co-ordinating the projects, the office of the Project Co-ordinator was created with the aim of co-ordinating, monitoring and evaluating the activities undertaken by the implementing units.

In spite of delays in the implementation of some activities for some reasons, however, population education has made some strides in Nepal since 1982. Curricula and materials have been developed for middle schools, intermediate level of education and adult education. Training courses have been organized for district education officers, supervisors, teachers in the formal schools and adult education teachers for the initial field implementation of population education. Policy makers and administrators have, likewise, been given orientation in order to ensure their support and commitment to the programme. The initial step has been

undertaken to set up a population education library in the Ministry.

Nepal is a small country and there is a dearth of expertise in population education and related areas. For this reason, the very limited number of trained people that are available from the university, the population commission, and other offices and agencies are utilized to the greatest extent in curriculum development workshops, resource materials preparation, teacher training and research and evaluation activities.

Problems and strategies of action

In the process of implementing population education in schools, university campuses, and adult education centres, certain problems and constraints have been faced: these are a dearth of adequately trained staff to train teacher trainers; the limited number of trained teachers to teach classes in population education at school level; an inadequate supply of teaching-learning materials and the need to translate literature and resource books in population education for the use of trainers, writers, teachers and university students. There is also the problem of dilution of population education messages at the school level due to the shortcomings inherent in the integration approach in the curriculum. Moreover, there is the problem of overcoming resistance to the programme by, still, a great number of the populatiion, which stems from widespread traditional religious beliefs and practices prevalent among the masses, of which more than 70 per cent are illiterates.

The strategies of actions that are proposed to meet or solve the identified problems for which assistance from UNFPA and the UNESCO Regional Team in Population Education are greatly needed are (i) teacher training programmes on a massive scale to filter down population education to the classroom; (ii) attachment programmes within the region for trainers of teachers; (iii) workshops to develop appropriate and relevant teaching/learning materials; (iv) fellowships at higher levels for the training of staff involved in

population education; (v) observation of a population education week to make people aware of the programme; (vi) translation of relevant and appropriate resource materials and literature; (vii) popularizing population education using radio, television and other means; and (viii) setting up an inbuilt mechanism for evaluation of population education.

PAKISTAN

Background

Considering the high population growth rate (estimated 2.8 per cent) and the resultant increasing pressure on resources, population planning has of necessity, become a part of the National Development Plan. Since rationalization of population growth can be achieved through change in attitudes and behaviour, population education has become an integral part of the population plan.

Development

Various seminars and workshops were organized for the policy makers, curriculum experts and working teachers to create among them awareness of the implications of rapid population growth in Pakistan and the viability of educational interventions to rationalize it. Meetings of educationists were also organized at the national level to design a suitable programme of population education as an intervention strategy. Concepts relating to quality of life, demography, interdependence of population and resources, and other related concepts in accordance with the value system were integrated in appropriate subjects in classes VI and X.

Population education project

To streamline the activities relating to population education, the project on population education was initiated in mid-1982 which covered both the formal and non-formal system of education. A Population

Education Cell provided for in the project started functioning within the Curriculum Wing of the Ministry of Education to monitor the activities relating to the formal system of education, whereas the non-formal education component was assigned to Allama Iqbal University. Under the purview of the project, the curriculum for classes VI to X was critically analyzed and revised proposing appropriate population education messages to be incorporated in language, social studies, Pakistan studies, general science, biology and home economics, etc. The proposed population concepts were included in the textbooks of these subjects and classes. Before starting teacher training programme for middle and secondary schools, the collaborating agencies at the provincial level were fully equipped with the relevant information in the form of teachers' guides, learning packages and a manual dealing with the training evolved through a meeting of experts.

The resource persons and course directors were oriented properly so as to ensure proper implementation of the project. Under a phased programme, training in population education of about 10,000 teachers was undertaken as envisaged in the project. The approach was decentralized. Besides, the instructional materials in the forms of teachers' guides, curriculum report and modules, a set of 20 charts along with a brochure on the use of these charts were also developed, tried out, printed and distributed to the educational institutions. The National Source Book on Population Education was revised and updated. Finally, the instruments to undertake the evaluation of the project were prepared to check the response of learners and teachers, and the effectiveness of instructional materials and the resultant changes in pupils attitudes.

Although, the project was launched fully and implemented properly, there has been room for improvement. For example, the teacher training programme for in-service school teachers was started but population education units were introduced in the pre-service teacher training at a later stage. Every year, thousands of middle and secondary school teachers come out

from the training institutions to assume their role as teachers. As a back up to teacher training, management personnel at various levels have also been given three days orientation and training.

The Regional Team on Population Education provided necessary technical support in implementation. A Documentation Centre was also set up after giving training to concerned project personnel.

The revised project covering the period 1986-1989 lays more stress on the development of quality of instructional materials and envisages greater use of educational technology. Besides, the remaining teachers at the middle and secondary levels and the master educators drawn from in-service teacher will also be covered.

Some of the major problems felt include firstly relating curricular materials to the local environment to make them more relevant and meaningful to the learners and secondly the effectiveness of the teacher training programme. There is also the emerging need to undertake research studies to look at the alternative models of training to see which of them would be more cost-effective.

PHILIPPINES

Background

Population education was introduced in the educational system of the Philippines as one of the strategies in the multi-sectoral approach of Government to manage the present and foreseen problems resulting from rapid population growth. A 5-year project was launched in 1972 under a UNFPA grant to introduce and institutionalize population education at the three levels of the formal education system. In view of the magnitude of the task, on completion of the project in 1978, only the elementary level was fully reached through both in-service and pre-service training.

Consequently, the second project launched in 1980 focused on unmet needs in the secondary level and non-formal education. However, management of the project was delegated to the regional offices, in contrast to the first project which was centrally developed and managed. A separate unit under the Office of the Minister, the Population Education Programme Unit (PEP) was created in 1972 to oversee population education implementation.

Development, trends and problems

Population education still remains as an important thrust that is pursued by the national population programme as evidenced by the funding support the Commission on Population (POPCOM) has given the population education programme at both central and regional levels. Likewise, the PEP gets an annual budgetary allocation from the Ministry of Education, Culture and Sports. However, at the regional level, there has been no attempt to allocate government funds for population education.

The objective of institutionalization has been addressed seriously through: (i) development of minimum learning essentials and their inclusion in the new elementary and secondary curricula, including development of teacher and student materials; (ii) development of core messages and materials for integration in non-formal education programmes; (iii) consultative meetings of college/university deans and key officials to discuss population education requirements of the new teacher education curricula and how best to meet them; (iv) inclusion of population education test items in testing programmes at various levels; (v) training of a core of trainers at regional, division, district and school levels; (vi) setting up and developing support institutions, which are institutions of higher learning, in each region for research and training; and (vii) acquisition of new collections for the library and setting up mini-libraries in the MECS regional offices and support institutions. Interest in population education research is growing as evidenced by the increasing number of research outputs in graduate schools.

The programme has responded to emerging needs for content renewal in the materials that have been developed and for expansion of programme clientele. The latter has gorwn out of the increasing problems related to adolescent fertility.

Certain problems faced the programme. These relate to the need to reach a critical sector of secondary school students, those enrolled in *barangay* or village high schools, hence, the need to train teachers there and to provide teacher and student materials; the need for programme visibility at division level by designating a supervisor to take charge of population education; the need to respond to requirements of new curricula; and the need for a systematic and regular evaluation of the programme.

These are emerging needs and requirements that the programme has to respond to. One need is in the area of adolescent fertility-related problems. Strategies of action may include: (i) conduct assessment/ evaluation of activities already done in some regions, e.g. the training of guidance counsellors, adolescent peer counsellors, the use of adolescent sexuality package; (ii) conduct consultative meetings of programme heads, civic and religious groups, parents, adolescents etc.; (iii) assess programme requirements *vis-a-vis* materials development, training of personnel and research and evaluation; and (iv) include action plans on adolescent fertility in the mid-term education plan.

Another need is the development of alternative media in population education, such as slide tapes, video cassettes, etc. Strategies of action include: (i) tapping agencies with capability in the area for training of programme staff; (ii) training of other programme staff at regional, provincial and school levels; and (iii) tapping UNFPA and other agencies, both local and international, for funding assistance.

A third need is in the area of programme evaluation. There is a need for systematic and regular evaluation of population education in order to generate

information on the effects and impact of the programme on its various target clientele. Strategies of actions in this regard include: (i) continuing training of staff at central and regional levels in evaluation; (ii) workshops for teachers on test construction, action research; (iii) systematic and regular evaluation of programme; (iv) development of a handbook/ module on specific areas of programme evaluation; and (v) conducting an impact evaluation of the population education in secondary level and population education integrated in the new elementary school curriculum.

REPUBLIC OF KOREA

Background

The Government perceived the limitation of the existing family planning activities in furthering reduction of fertility rate from the late 1970s to the early 1980s, due mainly to socio-cultural traditions related to son preference and unfavourable demographic circumstance resulting from the post-Korean War. In order to more effectively achieve the national demographic goals in the late 1970s, the Government attempted to find various appropriate policy measures to support the national family planning programme in the Republic of Korea. One such effort was to strengthen the existing Information, Education and Communication (IEC) activities of the programme, and to make individual fertility behaviour congruent with the demographic goals of the government through the introduction of population education in the school curriculum. This is how the out-of-school and in-school programmes in population education were initiated. Owing to the different processes in which the two components of the population education programme were started, the population education programmes are currently planned and managed by two separate implementing agencies - the Korean Educational Development Institute (KEDI) and the Planned Parenthood of Korea (PPFK).

Development, trends and problems

Population education through the in-school system. The Central Office of Population Education, which had been responsible for the implementation of the Korean Population Education Programme at the initial stage, phased out in December 1980. The major activities related to population education were, thereafter transferred to the Ministry of Education and KEDI. The programme activities have ever since placed emphasis on production and renewal of various kind of materials for population education, provision of population education-related information for target audiences, and expansion of the teacher training programme.

During the period 1982-1986, the most notable development made in the Korean Population Education Programme is that the programme has expanded even to areas which had been difficult to reach in the previous nationwide programme. This was done through the Population Education Project for Remote and Backward Areas initiated in 1983, with funding support from UNFPA.

Population education activities in the non-formal educational sectors

Compared to those in the in-school sectors, population education in the out-of-school sector has been much more developed during the period 1982-1986. The major population and family planning-related educational activities through the non-formal educational system, which have been developed and implemented since 1983 are as follows:

1. Population and family planning education for senior citizens;
2. Population and family planning education for Saemaul Women's Association leaders;
3. Population education programme for youth groups, such as population education for factory youth leaders, talent contest for working youth, population seminar for college students, and workshops for college students;

4. Population education project for adults living in remote islands; and

5. Population and sex education through the public broadcasting system, such as the daily morning programme package, quiz programme on population and related problems, and opening of telephone counselling on sex-related problems of young people.

Emerging needs and requirements in population education

Among the needs are the following:

1. Revision and updating of current textbooks and other instructional materials for use in the in-school education;

2. Continuation of in-service training of teachers;

3. Expansion of the demonstrative college programme;

4. Reinforcement of co-ordination between population education activities in the in-school sector and those in the out-of-school sector;

5. Development of various kinds of population education-related materials, suitable to meet the diverse characteristics of the target group, especially in the non-formal education sector;

6. Recruitment and training of teachers engaged in diverse social educational programmes; and

7. Reinforcement of evaluative research.

Strategies of action to meet the emerging needs and requirements of country programmes in population education

These include:

1. Organizing an *ad hoc* committee for development of textbooks and instructional materials;
2. Establishment of a local-level training centre for population education in 12 provinces;
3. Conducting seminars for university administrators;
4. Establishment of a co-ordinating body such as the Central Office for Population Education in the 1970s; and
5. Tapping the resources of the university to undertake research and evaluative studies related to population education.

SOCIALIST REPUBLIC OF VIET NAM

Background

In July 1981, the Government of the Socialist Republic of Viet Nam, with the assistance of UNFPA and UNESCO ROEAP, decided to introduce population education into the formal and non-formal education systems. The Ministry of Education has organized a special technical working group to conduct the preparatory activities.

Developments, trends and problems

After the preparatory phase of the project (1982-1983), a four-year National Population Education Programme was launched in 1984. It was considered necessary that prior to launching a comprehensive nationwide programme, a pilot phase should start in two cities and three provinces to test all the teaching-learning and training materials, as well as to find

out effective strategies of training teachers and field workers. It was planned that the activities of the pilot phase would be completed by June 1986 and that the comprehensive phase would start from July 1986. A mid-term review of the project was therefore planned in June 1986 in order to assess the progress of the project during the pilot phase and to decide the plan and strategies of implementation during the comprehensive phase.

The progress of the project in terms of the achievements of the immediate objectives has been satisfactory. Most of the activities were completed as provided in the work plan. However, the pilot phase could not be completed in June 1986 due to a variety of reasons. It will now be completed by December 1986 and the comprehensive phase will start from January 1987.

During the pilot phase, population education was tried out in 25 general education schools, in 12 teacher training institutions (including seven teacher training colleges), in 20 complementary education schools and 20 kindergarten education classes. The pilot phase was implemented in five localities: two cities - Hanoi and Ho Chi Minh City and three provinces - Thai Binh, Quang Nam Da Nang and Long An. Five major subjects have been selected for integrating population education content in general schools (2nd level and 3rd level): geography, biology, civics, home economics and mathematics.

Emerging needs and requirements, and strategies of action to meet them

The needs and strategies of action include the following:

1. All the teaching-learning and training materials as well as audio-visual aids should be reviewed and finalized by November 1986.

2. The training of trainers and administrators should be organized only after all the training materials have been finalized.

3. The education authorities at the provincial level should be closely associated in the implementation of activities during the comprehensive phase.

4. The modality of training teachers through mobile teams should be used. Some self-learning materials should also be developed to supplement face-to-face training.

5. A separate course in population education at the secondary level and in teacher training institutions should be considered.

6. Translation of selected population education materials from Vietnamese into English and from English to Vietnamese should be done as soon as possible.

7. The project should establish close linkages with other population projects in the country in order to utilize their materials, experiences and expertise.

8. The project will need more technical support from the Regional Advisory Team in training of trainers and administrators as well as in conducting evaluative research during the comprehensive phase.

SRI LANKA

Background

Some relevant figures are given below to indicate the content in which the Sri Lanka population education programme operates:

Population (1981 census) 14,848,000

Male - 7,568,000
Female - 7,280,000

Density of Population (1981) 230 per sq km

Total land area - 65,610 sq km

Birth rate (1983) - 26.2/1,000
(1984) provisional - 24.6/1,000

Death rate (1983) - 6.1/1,000

Annual growth rate (1983) - 1.7

Infant mortality (1979) - 37.7/1,000
(1984) provisional - 29.5/1,000

Maternal mortality (1970) - 0.8/1,000

Expectation of life at birth (1979):

Male - 65.9
Female - 70.2

Literacy rate (1981) Total 86.5:

Male - 90.5
Female - 82.5

The decrease in birth rates to the current level has been mainly attributed to the increase in the general level of education and allied factors such as late marriage. Hence, population education at the school level was broad based with emphasis on factors such as efficient resource utilization for the improvement of quality of life.

The first phase of the population education project began in 1974 - SRL/73/P06 - with a UNFPA allocation of US$476,657. The current programme SRL/83/P01 began in 1983 based on the recommendations of the UNESCO ROEAP evaluation of 1981, utilizing the savings of the first phase of the project.

Development, trends and problems

The programme objectives as set out in 1983 given below have already been achieved.

1. Publication and distribution of supplementary readers (at 10 per class) - in two languages, Sinhala and Tamil. These in-

clude topics on (i) population and natural resources; (ii) population situation in Sri Lanka; (iii) man and environment; (iv) social life then and now; (v) population, food and nutrition; and (vi) energy and its sources;

2. Revised and updated the teachers' handbook;
3. In-service training of teachers of social studies and science in grades VI to X covering 5,500 schools directly and through the network of teacher in-service advisers; and
4. Orientation of high level education administrators at the regional level.

In addition to the above, a Teachers Population Education Kit consisting of two maps, 16 charts and posters, two model lesson plans, a simple illustration of exponential growth and a collection of past test question papers set for nine years at the General Certificate of Education (ordinary level) examination was produced. The project staff also introduced population content into the school textbooks in social studies and sciences.

Evaluation

Evaluation of the programme was begun in 1985. This has a large formative aspect in view of the Ministry's desire to continue the programme beyond 1986.

Problems

The school structure changed several times during the 12 years duration of the two phases of the project. Comprehensive curriculum changes also took place during this time. The programme had to absorb the changes and make adaptations, so that there were several 'new' beginnings in mid-stream. population education at teacher training colleges remains meagre and this aspect did not come under the project.

Emerging needs and requirements

Proposals for continuation of the school programme and its extension to the non-formal field etc. were made to the 1985 UNFPA Needs Assessment Mission. These have been supported by the mission report.

Strategies of action

To stabilize and institutionalize population education in schools, it is proposed that a population education reader be produced in addition to the inclusion of population content in textbooks and in national examinations. Complementing the school work with a comprehensive non-formal, out-of-school programme is also considered very necessary. It is also proposed that more teacher aids in the form of kits be produced.

THAILAND

Background

In the past decade, the population policy of Thailand has been successfully implemented. The population growth rate was reduced from 3.2 per cent during the First Economic and Social Development Plan to about 1.83 per cent in 1985 and is expected to be 1.7 per cent in 1986. It is planned to reduce the growth rate to about 1.3 per cent by the end of the current Sixth Economic and Social Development Plan in 1991. With such an achievement it cannot be denied that the Thai Population Policy is relevant and meaningful. In a broad sense, this is a good time for reflection. Although the population education policy was not incorporated into the development plan till 1974, population education activities had already made their inroad into the educational institutions long before that.

Development

It should be said that Thailand was fortunate to have initiated the introduction of population education at the time when the new curricula at the primary and secondary levels were being prepared. In such a

situation, the new elements of the curricula were easily acceptable. Hence, with the launching and implementation of the new curricula in 1978, population education has been integrated into the regular courses of study. In the non-formal education, population education was introduced into the short course programmes even before 1978. With funding support from UNFPA in the late 1970's however, the activities of the non-formal population education were further extended. The success of the formal and non-formal population education activities is widely recognized. Many agencies have collaborated with the Ministry of Education, particularly in the non-formal population education. The problem is how to co-ordinate these different agencies so to minimize overlapping of work. This co-ordinating role has been vested in the Curriculum Development Centre (CDC). In 1984, the Committee on Population Education Policy and Plan was set up by the Cabinet, with the Permanent Secretary of the Ministry of Education as the Chairman. The CDC is the secretariat of the Committee.

The problems and issues at present could be stated as follows:

1. The concept of population education is now trying to cope with not only family planning but also quality of life. It would also be very helpful if population education could contribute to the solution of internal migration problems of the country.

2. Teaching population education to different groups of people, such as hilltribes or Muslim people, requires different techniques and modalities from those used in formal population education.

3. How to select the target group for priority services and the best way to serve them remain the problems for out-of-school population education. Newly weds or the young parents may be the ones who need most attention.

4. Sex education is still a sensitive component of population education in Thailand. Thai cultural norms do not allow speaking about sex openly. What is, perhaps, needed is to adequately discuss these topics and the way to approach them and what suitable strategies would be required for each target group.

In conclusion, the population education programme in Thailand has made tremendous progress in the last decade. The formal and non-formal population education programmes have long been extended to cover a variety of clientele groups.

THE UNION OF SOVIET SOCIALIST REPUBLICS

Background

In the Soviet Union, there has taken shape and has been developing a system of training and continuous education of population experts. The main focus of such training is given at the Department of Economics of Moscow State University. Organizationally, the system of population education relies on the Population Research Centre (PRC). The Population Research Centre has been in operation for over 20 years now. Training of demographers, specializing in a wide range of population problems, has been carried out at the Moscow State University Department of Economics since the end of the 1960s.

Development

Training of students at the Population Research Centre is harmonized with their studies in broader economic disciplines. Since 1984, students specializing in demography have studied at the Section on Planning of National Economy and Economic Cybernetics.

Fundamental changes in population education since 1982 result, first and foremost, from active computerization of the academic process. Computeriz-

ation is a priority concern in the reform of general higher education that is being currently carried out in the country. In population education, this component was not neglected in the past either. Traditionally, computers served to apply packages of programmes for numerical solution of scientific and practical tasks. Such packages were developed and are widely used in the USSR. Computer techniques in population education are basically a method of visualizing qualitative propositions of fundamental demographic courses rather than a means for solving numerical tasks. Such phenomena as speed of demographic processes (stabilization, demographic transition), period cohort - birth cohort decomposition indices (analysis and prediction of fertility), the reliability of demographic projections (confidence intervals) cannot be well explained without computer illustrations.

Demography and other demographic disciplines are taught not only to students specializing in population problems, but also to a wide range of students going to Soviet higher education institutions. Among them, there are students specializing in economics, history, philosophy, law, oriental studies, etc. Demography courses are offered at many universities and institutes of economics in the USSR. The Population Section on Scientific-Technical Council under the USSR Ministry of Higher Education co-ordinates population education and provides for a single curriculum for demographers' training. There is a Commission on Population Education under this section which works hard to enhance the teaching of demography. The Commission periodically holds national conferences which discuss methods of teaching demography, bringing it closer to practical requirements, etc. Such conferences serve as a forum for discussions of new findings and methods of population studies that are to be introduced in the academic process. One of the main conferences in population education was in 1984. Practising demographers can upgrade their knowledge at a specialized subdepartment for continuous education of population specialists which was opened at Moscow University in 1984. They study for six months there.

Moscow University also trains population students and experts from developing countries, first and foremost, within the frame of the general academic process together with Soviet students.

Alongside traditional forms of education, there has been developed a new form of training for foreign specialists: the United Nations Programme in Population and Development Planning for United Nations grant-aided practitioners and research specialists from developing countries at Moscow State University.

The 27th CPSU Congress has charted out a number of large-scale steps towards greater state assistance to families with children, including step-up benefits and privileges for young families, protection of maternity and childhood, etc. for the 12th five years period. In this context, training and continuous education of experts in the development of effective demographic policies not only at the national but also at the regional, republic, enterprise and family levels have acquired an ever greater importance.

SUMMARY STATEMENT

It is to be noted that the experiences of each country programme are quite unique. There are also, however, some common developments, trends and problems among many Member States in the region. These are elaborated in Chapter Three.

Chapter Three

REVIEW OF DEVELOPMENTS, TRENDS, PROBLEMS AND ISSUES IN POPULATION EDUCATION

Introduction

A 1970 Regional Workshop in Population and Family Education organized by the UNESCO Regional Office in Bangkok conceived and gave birth to population education in Asia. It was born with a mission, that is to help students, out-of-school youth and adults better understand the interrelationship of population dynamics *vis-a-vis* development efforts and the quest for a better quality of life. In view of the unprecedented rate of growth (i.e. 2.35 per cent) in the early 1970's, it was acknowledged that a multisectoral effort was needed to achieve quality of life. Particular emphasis was focused upon the education sector because of the conviction that fertility behaviour is deeply rooted in people's socio-cultural values. In fact, a re-analysis of the fertility decline in Europe during the 19th century revealed that such decline was attributed to changes in cultural attitudes brought about by the industrial revolution. Recognizing that such changes are not likely to occur in Asia in the near future, it was hoped that population education could be one of the intervention strategies that could help trigger a re-examination of pronatalist values. Studies have shown that if the favourable attitudes towards big family size remains, the mere availability of contraceptives may not have a significant impact upon fertility rate in the region. The modification of such attitudes has been one of the objectives of population education.

Regional Consultative Seminar

Population education programmes in the Asian region began when high population growth was the dominant concern and so the focus of the programme was directly or indirectly on containing rapid population growth. Since then the varied aspects and relationships linking population concerns to quality of life such as family cohesion, preservation of desirable traditional family values, adolescent fertility-related problems, ageing, urbanization, etc. have crept into the population education curriculum.

The Member States in the Asia and the Pacific continue to support population education. In fact, one of the resolutions adopted by the 1985 Regional Conference of Minister of Education in Asia and the Pacific (MINEDAP V), was on population education. The Resolution noted *inter alia* "that the unprecedented population growth in a large number of developing countries is one of the major factors hindering development and improvement of the quality of life of the people". The Conference, therefore, recommended "that population education be made an integral part of national development plans".

It should be noted though, that it is not only Member States in Asia which support population education. The 1985 General Conference of UNESCO at its Twenty-Third Session adopted the above-mentioned Resolution on population education which was initiated in the Asia-Pacific region; and requested the Director-General, *inter alia* "(i) to continue assisting Member States in strengthening and revitalizing the population education programme; and (ii) to continue to undertake activities in population education, information and communication under the regular programme budget ...., in addition to the support received from the United Nations Fund for Population Activities (UNFPA)".

It should be noted that the Member States did not merely want a continuance of the programme, but that it should be strengthened and revitalized. In a Regional Consultative Seminar on Population Education, such as this, UNESCO seeks the guidance of Member

States on how the programme could be strengthened and revitalized.

It should be noted that the 1982 Regional Consultative Seminar made a number of recommendations at the national and regional levels to improve the programme.

Among the *major* achievements in terms of strengthening and revitalizing the programme *vis-a-vis* the recommendation of the past Regional Consultative Seminar, especially that of 1982, were the following:

1. Through the 1983 Regional Seminar, strategies for the coherence and co-ordination of formal and non-formal education programmes were developed. This was deemed necessary by the previous Consultative Seminar since formal and non-formal population education programmes appear to be going in separate directions instead of being mutually complementing and reinforcing.

2. The development of core messages of population education and prototype learning materials focused on those core messages, which was done by the 1984 UNESCO Regional Workshop for the Development of Packages of Adequate Learning Requirements in Population Education. The Workshop was organized to help solve one of the shortcomings of country programmes in population education, and that is the tendency for population content to be spread very thinly in too many subjects or non-formal education programmes. This has led to the dilution of population education content, thus rendering the programme ineffective.

3. The 1985 Regional Training Workshop on Evaluative Research in Population Education developed process skills on evaluation and evaluative research as well as prototype

evaluative research designs cum instruments. Before the Workshop, it was far more difficult for country programmes to clearly manifest effects and impact of the programme on students, teachers, field workers and out-of-school youth and adults.

These are, of course, the achievements at the regional level. The achievements at the country level have already been reported in Chapter Two.

The Regional Consultative Seminar, once again, aims to plan strategies of action to further enhance the relevance and effectiveness of the programme. However, it is assumed that before strategies of action to improve the programme could be formulated, it is necessary to review the developments, trends, problems and issues in population education. The participants of the Seminar who met from 16 to 22 September made such a review of the developments, trends and problems/issues in population education. These are briefly discussed under broad headings namely the following:

1. Population education *vis-a-vis* national population and education policies;
2. Awareness and commitment;
3. Planning and management;
4. Expansion of core messages of population education:
   a) population dynamics, development and quality of life: inter-active relationship,
   b) family life education, including adolescent fertility-related problems,
   c) ageing, and
   d) urbanization;
5. Materials development: adaptation, dissemination and use;

6. Educational technology in population education;
7. Population education in APPEAL and development programmes:
   a) population education materials for illiterates, and
   b) population education in skills development programmes;
8. Improving effectiveness of training programmes:
   national expertise in population education;
9. Implementation process;
10. Role of universities in population education;
11. Research and evaluative studies:
    a) research,
    b) evaluative studies,
    c) research utilization; and
12. Population education documentation/ information network.

POPULATION EDUCATION *VIS-A-VIS* NATIONAL POPULATION AND EDUCATION POLICIES

Development and trend. In most countries, realization has been growing about the importance of population education and the need to make it a part of educational aims so as to reach most of the population. UNFPA and UNESCO have assisted country programmes in population education to develop materials, processes and methodologies in this region. There is a trend in many countries to stress the linkage of population education programmes with school subjects and co-curricular areas. With this realization, some countries are beginning to make this programme a part of their national educational policies. This will help facilitate the integration of population education into

the national educatinal system, and ensure that the messages of the programme shall be widely disseminated. This will also enrich the educational process and enhance the relevance of the school curriculum.

Problem/issue. As long as population education is a project, its status *vis-a-vis* the education system would remain *ad hoc* and tenuous. Likewise, as long as population education programmes are perceived as contributing to reduction of family size and population growth rate, it shall remain associated with family planning programmes, and will be linked more with population policy, rather than the educational policy.

AWARENESS AND COMMITMENT

Development and trend. Two of the main goals of education in the region are to universalize primary education and eradicate illiteracy. These twin goals have been quite elusive in many countries of the region in view of rapid population growth. Partly because of this phenomenon, educationists are aware of the magnitude of the population problem and are, therefore, committed to supporting population education. The international organizations like UNESCO have, over the years, assisted in developing and implementing the programme. UNFPA continues to provide financial support to the programme. More and more national governments are realizing that population education can contribute to the solution of population-related problems. Some countries in the region have shown commitment to population education programmes by earmarking a sizeable share of funds in the national budget. There are still, however, many countries where there is a disparity between the commitment of educationists and that of policy makers. Many policy makers and public opinion leaders consider population education quite a sensitive issue and are, therefore, reluctant to oenly support the programme. In view of the large number of youth and adults that need to be reached by the programme, considerable resources are necessry to enable it to reach the target clientele. Such is not possible with-

out the support of the top policy makers and public opinion leaders.

Problem/issue. There is now an awareness and shared commitment to population education at the regional and the national levels. The herculean task of reaching vast numbers of people requires large resources and organizational mechanisms. Many countries in the region have limited resources to meet the demands. The problem is further aggravated by economic recession. Some countries find it difficult to match the commitment at policy and technical levels because of resource constraints, as a result of which population education programmes tend to suffer in cases when re-allocation of budgetary provision becomes necessary.

PLANNING AND MANAGEMENT

Development and trend. In a programme such as population education, that seeks to achieve attitudinal changes, and which has inputs from a number of agencies, there is a need to carefully sequence and synchronize the various inputs to achieve optimum results. The need for sequencing and synchronization is important at all levels starting from planning at the macro level down to implementation at the field operational level. Efficient management is even more crucial at the field operational level, where programme delivery to the target audience takes place. Moreover, in population education, the various steps including development of curricula, inclusion of the concepts in textbooks and instruments for students evaluation, inculcation of knowledge, development of skills and methods in teacher training, follow-up and monitoring, supervision and evaluation have to be systematically organized. Both co-ordination with other nation building agencies and co-ordination of the various inputs within the education sector demand expertise in planning and management. If the management is poor, the transmission losses would be so high that by the time population education messages reach the learners those would be diffused, distorted and rendered ineffective.

In many countries, people appointed or designated as population programme/project directors are oftentimes specialists in certain disciplines such as social science, science, education and population education and/or experts in certain components of programme operation such as training, curriculum, research or evaluation. Although they may have some experiences in planning and management at varying degrees, very often they lack formal training in scientific planning and management.

While it is true that project directors may learn in the course of time, this may not happen in some countries where there is a fast turnover of project directors due to promotion, transfer or retirement. While some efforts at the national and regional levels have been made to develop and/or enhance the competencies in planning and management of national and sub-national programme directors, these efforts are mainly directed towards the planning and management of separate programme components, e.g. curriculum development, training research and evaluation, library service, and not on the planning and management of the overall programme or project. Given this limited experience, project directors, especially at the sub-national level, find themselves handicapped in managing their programmes.

Problem/issue. The problem is what can be done to develop and/or enhance project directors competencies in planning and management of population education programmes to ensure efficient and effective implementation of population education and its institutionalization in the educational system.

EXPANSION OF CORE MESSAGES OF POPULATION EDUCATION

For the remaining years of the twentieth century, some developing countries in Asia and the developed countries of the region would approximate and, perhaps, even transcend the population stability threshhold. These countries are, therefore, likely to be confronted with new dimensions of the population problem including the inter-active relationship of

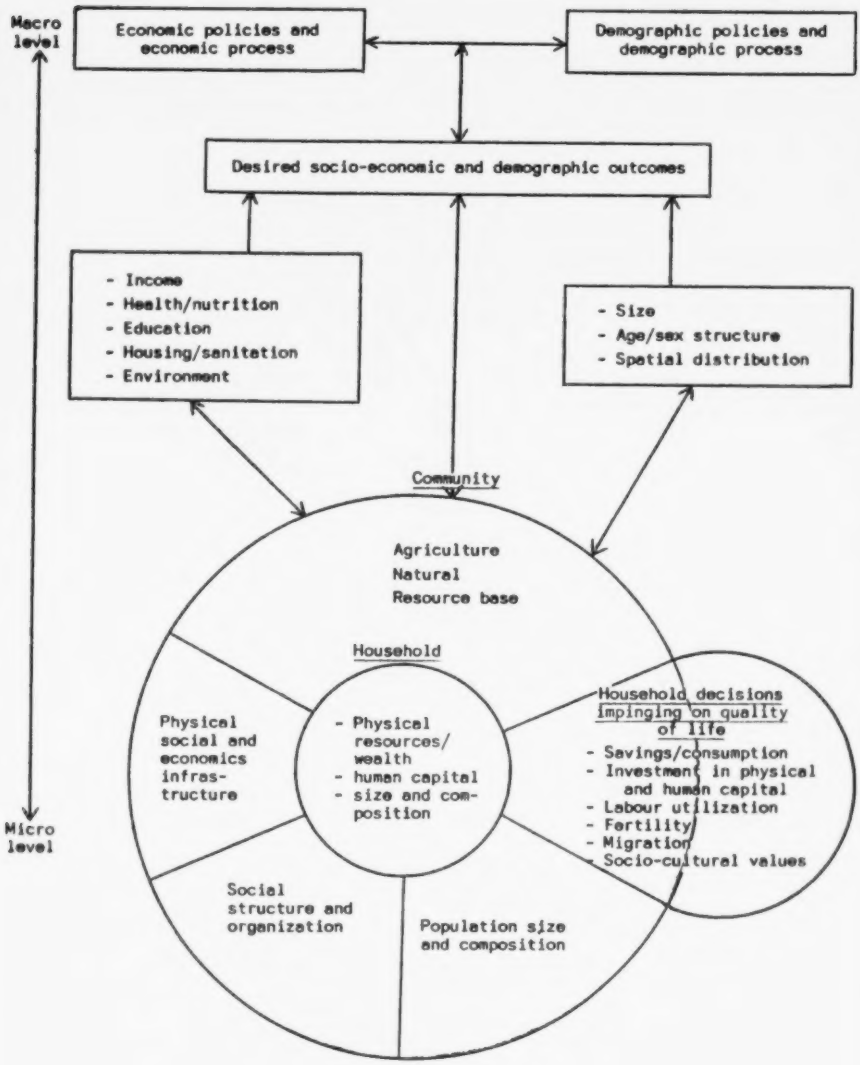
population dynamics and development which affects people's quality of life; preservation of desirable family life concerns; adolescent fertility-related problems, ageing, migration and urbanization.

Population dynamics, development and quality of life: Inter-active relationship

Development and trend. Until recently the core messages of population education in many countries have been built around (i) family size and welfare; (ii) delayed marriage; (iii) responsible parenthood; (iv) population and resource development; and (v) population-related beliefs and values. In a few countries, the population education messages appear simplistic in that they emphasize the necessity of smaller family size, smaller population, and lower rates of population as a pre-requisite for development and for the enhancement of quality of life. This is especially the case with country programmes in Asia that were launched at the peak of population growth rate (2.35 per cent) during the period 1970-1975. In some countries, population education was conceived as a programme to help realize the anti-natalist population policy and to contribute to the attainment of the gradually decelerated population growth-rate targets. In view of such orientation, population education has been misconstrued as relevant only to developing countries with acute population problems.

In many countries, there is renewed effort to reflect in population education curricular materials, the inter-activity and inter-connection among demographic policies and processes *vis-a-vis* socio-economic policies and process in the context of development perspectives which inevitably impinge on the quality of lfie. This is illustrated in Figure 1.

Figure 1. Inter-relationship among demographic policies and processes *vis-a-vis* socio-economic policies and processes



The issues are:

1. Are the present core messages of population education adequate/appropriate in the present context of development?
2. To what extent should the core messages be modified to reflect the inter-active inter-relationship between population and development?

Family life education

Development and trend. The family is one of the basic institutions of mankind. However, many societal forces (e.g. modernization, working parents, liberalized codes of sexual ethics) are eroding the beautiful Asian socio-cultural family values. In a few countries, family life education as part of population education is aimed at (i) a better understanding of the physical and emotional changes associated with growing up; (ii) establishing and maintaining personal relationships with family, friends and society at large; and (iii) developing values and skills for successful marriage, childbearing and rearing and other aspects of family development.

In some countries where population education is erroneously perceived as synonymous to family planning, and where the latter is still a sensitive issue, there has been a shift towards family life education. It has been observed that in such situation, fertility variables and other population factors are not reflected in a significant manner.

Issue. The issue is, should family life education be independent of population education or a component of it?

Adolescent fertility

Development and trend. Adolescent fertility is an emerging concern in the developing countries. Data from the Population Reference Bureau in Washington, D.C. estimate that 60 per cent of the population in

developing countries is under 25 years of age and 40 per cent is under 15. At least, 13 million births occur to adolescents every year. Worldwide, there were about 245 million women aged 15-19 in 1985. Eighty-two per cent lived in the developing countries and three-quarters of them were to be found in Asia. This is projected to increase by 75 million in the developing countries by the year 2020.

While some countries still have a low mean age at marriage, the mean age at marriage in many countries is increasing. On the other hand, young people nowadays are reaching physical maturity earlier, so that girls experience their menarche at a much younger age than before, as a result of improved nutrition and health. While the increasing age at marriage is fulfilling the attainment of delayed marriage, which is one of the objectives of population education, late marriage is giving rise to some adolescent fertility-related problems in some countries such as premarital sexual activity, teenage pregnancies, illegal abortions and illegitimate births. Teenage pregnancies and births in turn are associated with increased health risks to the mother and infant, curtailed education, reduced employment potential, and high population growth rate.

In recognition of adolescent fertility-related or sex-related problems there have been sporadic attempts in some countries to address this concern. In one or two countries in the region, some aspects of sex education have been included in population education. In several countries, sex education is pursued by voluntary and non-governmental organizations, but their outreach is limited. In most of the countries, the education sector has been reluctant to go beyond the study of human reproduction in biology since sex education is a sensitive issue. Similarly, there is also some reservation on the part of population educators in most countries about dealing with adolescent fertility for fear that this might jeopardize the acceptance of population education programmes.

Problem/issue. The problem is, simply because sex education or adolescent fertility related issues are controversial and sensitive, should we close our eyes to the existence of adolescent-fertility related problems and miss the opportunity to help our adolescents? If we are convinced that population education programmes should concern themselves with adolescent fertility-related problems, how shall we reconcile the need to make population education responsive to emerging needs on a sensitive issue such as adolescent fertility and at the same time make the programmes acceptable to the conservative sector of society?

Ageing of the population

Development and trend. Nowadays, more people are surviving to old age as a result of improved working conditions, higher standards of living, control of diseases and availability of health care. While the phenomenon of the ageing population is closely associated with the developed industrialized countries, it is also increasingly becoming a feature of the developing countries. The current estimate of "older" population, that is people 60 years and over, in the developed countries is about 185 million or over 15.8 per cent of the total population. While only 6.3 per cent of the population of developing countries is in this age group, the absolute number of older persons is already 230 million. Between 1985 and the year 2000, the developing countries are expected to experience a 57 per cent increase in the number of older persons as against only a 26 per cent increase in the developed countries. The 1985 ESCAP Population Data Sheet shows that 4.8 per cent of the population in the Asian and Pacific region belong to the age bracket of 65 and over. In absolute number, this means a total of about 130 million elderly. By the year 2000, the percentage of the old population in the region shall increase to 5.9 per cent or about 200 million people.

The increase in absolute number of the older people will have wide-ranging implications for the social and economic institutions in society and for

the family. At the societal level, this increase would indicate a corresponding increase in the need for medical, housing, economic and other social services. At the family level, this might indicate a changing pattern of roles, functions and relationships as families are becoming smaller, more mobile and independent of extended kin relationships and as some of the responsibilities for providing security for the aged are shifting from families to government. In the traditional set up of Asian families, the elderly are looked upon to help care for the young, give advice and guidance in the light of their experience and wisdom. The young, in turn, respect the old and care for and support them when they are no longer physically capable of looking after themselves. However, there is now a growing tendency on the part of the younger members of the family to depend less and less on their elders for companionship, guidance and resolution of their problems and to feel that it is no longer their role and responsibility to support and care for their elders. The erosion of the Asian traditional values of respect and care for the elderly and the utilization of their experiences and wisdom in enhancing the quality of life of the family and the community is slowly but surely becoming perceptible.

Problem/issue. The problem is how programmes could show how the family and community can continue to tap the assistance of the elderly in contributing to the enrichment of family life and community development so that they could be useful and feel needed. The programmes should also look into how the traditional Asian values of respect and care for the aged can be maintained.

Urbanization/migration

Development and trend. There is a continuing rural to urban migration contributing to rapid urban population growth. The 1985 United Nations statistics showed that more than 40 per cent of the world population lives in urban areas. In 1970, the total urban population of the more developed regions was almost 30 million more than those in the less developed

countries. By 1985 the position was reversed and, by 1986 the difference had widened to more than 300 million. By the year 2000, the urban population of developing countries is expected to be almost double that of the developed countries and, by the year 2025 four times larger. The urban population growth in developing countries takes place at a much more rapid rate than in developed countries and is generally concentrated on the very large cities.

Although studies have shown that living conditions in cities compare favourably with rural areas, the blessings are mixed. Population growth is straining the cities to the limit; it is enormously difficult to provide employment and income, housing, water, sanitation, health and education. As always, the numbers of the poor grow fastest and suffer the most. The most visible expression of the problems of rapid urban population growth is the acute shortage of housing or the prevalence of slum and squatter settlements. These settlements typically lack safe drinking water, sewage facilities, electricity and other basic services. The overcrowding and poverty in slums in turn cause poor health and malnutrition. Social conditions in slum areas are also a threat to physical and mental health.

The idea of preparing educational programmes to prepare the young to cope with living in a crowded world was also discussed.

Problem/issue. Many countries in the region have encouraged and influenced rural-urban drift which has resulted in the emergence of slums, where social amenities are far from satisfactory. Saddled with such inadequacies, social issues pertaining to personality and behavioural imbalance are slowly emerging, which have become real concerns in many countries.

MATERIALS DEVELOPMENT: ADAPTATION, DISSEMINATION AND USE

Development and trend. In some countries, it is increasingly recognized that the effectiveness of

of a programme that aims at changing attitudes and behaviour, largely hinges on the quality of its materials developed for the target population. If mamaterials are to be effective, those materials should be:

1. Responsive to the needs of the target population;
2. In accordance with the comprehension level of the learners. (This implies; first, that the concept would lie within the comprehension of the learner; second, the vocabulary used would be that with which the learner is familiar; third, the presentation would be attractive and clear; and fourth, the final message to be transmitted would be clear and unambigious); and
3. Related to the learner's environment, way of living, social and cultural surroundings.

The other major factor about curriculuar materials is that they need to be transformed into textbooks, resource/teacher guides and examinations. There should be a perfect complementarity among the curriculum, textbooks, teacher training materials and examinations so that they converge in a common set of objectives/outcomes.

Very often, subject experts and curriculum specialists do a good job in relation to the demands of subject or discipline but not in relation to learners.

Problem/issue. What kind of personnel need to be involved in the development of materials? Do those who develop materials need any training and of what type? How should teachers be trained to relate curricula and textbooks to the local environment so that learning is relevant and meaningful to the learner?

USE OF EDUCATIONAL TECHNOLOGY IN POPULATION EDUCATION

Development and trend. In view of the problem of dilution of population education content in different in-school subjects and non-formal education programmes the 1984 UNESCO Regional Workshop on the Development of Adequate Learning Materials in Population Education recommended that the national projects should develop materials focused on five core messages of population education, considered as crucial in yielding the desired effects and impact on students, and out-of-school youth and adults. The themes of the proposed core messages are (i) family size and family welfare; (ii) delayed marriage; (iii) responsible parenthood; (iv) population change and resource development; and (v) population-related beliefs and values.

In 1985-1986, the Regional Team in collaboration with experts in the countries, developed a video cassette tape for the first core message, i.e. family size and family welfare, using the problem-solving or inquiry approach. The video cassette tape is intended primarily for use in the training of teachers and other key personnel, and in teaching population education. In 1976, the Regional Team in collaboration with experts in the countries developed a prototype slide and tape entitled, "Demography in Population Education". This set was further improved in 1981-1982. These two sets of materials have generated a lot of interest in countries of the region, many of which have adapted the set of slides and tapes for their own use.

Many educators are convinced that the use of slides and tapes is one of the most effective ways of teaching population education. Likewise, the use of other modern educational technology, particularly video cassettes, in training and teaching is becoming increasingly popular, largely because it is quite cost-effective. Many country projects have, therefore, acquired slide projectors, tape recorders, cameras, video cassette recorders and monitors; and in some countries sophisticated VTR systems have been purchased.

The use of computer simulation was also cited as one possibility in the future.

Problem/issue. There is little software (e.g. slides and audio-tapes and video cassette tapes) developed in countries of the region. This is largely due to lack of know-how and/or expertise in the development of such software. The use of the audio-visual equipment has, therefore, not been maximized.

POPULATION EDUCATION IN APPEAL AND DEVELOPMENT PROGRAMMES

Development and trend. With a current population of about 2,818.2 million in the region, increasing at about 1.7 per cent annually, the problem of providing food, housing, education, health, social services, employment, social justice, etc. is getting more serious. Unplanned population growth has contributed to the prevalence of poverty in the region. It is estimated that about 40 per cent of families live below the poverty line. There are about 618 million adult illiterates in the region. In addition, there are 100 million school age children who have no access to educational facilities.

A review of the existing situation reveals that the rate at which the adult population is gaining literacy is out-stripped by the rate of population growth, and the continuing phenomenon of primary school drop-outs. Universalization of primary education has also been elusive due to rapid population growth. Attempts are being made to mobilize resources and expertise to support national efforts for pursuing this goal of Education for All. At the international level, the 1985 UNESCO General Conference adopted a resolution to launch a Regional Programme for the eradication of illiteracy by the year 2000. The programme is known as the Asia-Pacific Programme of Education for All (APPEAL) and was formally launched in November 1986, to coincide with the 40th Anniversary of UNESCO.

Only a few countries have successfully integrated population education concepts in literacy programmes and in the primary school curriculum. These two programmes will reach vast numbers of young and adults. If population education messages are effectively mounted on them, the programme will enable millions to acquire population-related knowledge which could help them make rational decisions about their future fertility-related behaviour.

Problem/issue. Therefore, the teaching-learning materials used in literacy and primary education classes in many countries have very little or no population education concepts. In countries where integration of these concepts has been successfully achieved, there is still a need to explore alternative modes for integrating population education into APPEAL which would ensure formulation and dissemination of relevant population education messages to the target clientele of primary education and adult literacy programmes.

Population education materials for illiterates

Development and trend. In order to provide learning opportunities to the illiterate population, Member States in the region have planned and implemented adult literacy programmes. Integrated curricular materials in population education are also being developed for those attending or likely to attend literacy classes. However, not all the illiterates can be brought immediately to literacy centres. But then research shows that the illiterates tend to be poor and are likely to have larger families. There is, therefore, an urgency to develop population education materials for the illiterates.

Problem/issue. Many of the countries with a sizeable illiterate population have not yet started developing population education materials for illiterates who are not participating in literacy programmes. It would, therefore, be essential to take steps to allocate enough resources to develop appropriate population education materials such as posters, flip charts,

pictorials and visual materials, for such group to help promote the small family norm and to help them improve their quality of life. Such materials may be used for the pre-literacy phase of the national literacy programmes. Such materials may also serve as a catalyst in motivating illiterates to eventually join literacy classes.

Population education skills development programmes

Development and trend. Recognizing that poverty and rapid population growth are among the major problems adversely affecting quality of life, some Member States in the region started skills development and adult education programmes in an effort to help the poor acquire *vis-a-vis* appropriate productive skills. The majority of the people participating in these programmes are either out-of-school youth and/or young married couples with high fertility potential. They are, in a sense, a captive audience while attending skills development programmes. Some Member States have taken advantage of the situation and initiated integrated population education messages into these programmes.

Problem/issue. It has been observed that, by and large, population messages are superfically integrated into the teaching learning materials developed for use in skills development and adult education programmes. In order to provide wholesome learning opportunities about population concepts to the participants of skill development programmes, it appears necessary to explore alternative means to ensure adequate integration of population education component in skills development and other adult education programmes.

IMPROVING EFFECTIVENESS OF TRAINING PROGRAMMES

Development and trend. The effectiveness of any programme basically hinges on the knowledge, skills, motivation and commitment of these who implement it. In a population education programme which seeks a change in attitude, there is a need for effective training of teachers.

During the past decade, countries in the region with population education programmes have used different modalities of training of teachers and other personnel. These include face-to-face training, peer training, mobile training teams, self-learning training modules, correspondence lessons, etc. The feedback received from the teachers and field workers from some countries shows that in many cases there is no significant change in the knowledge, attitudes and skills as a result of training in population education. The main reasons for such a situation are due to the relatively short duration of training programmes, lack of effective training materials and in some cases lack of expertise of trainers. It was pointed out that training teachers and field workers how to change attitudes and values of students and out-of-school youth and adults is a continuing process and could not possibly be fully realized with one short training programme.

In view of the huge number of teachers and other personnel who need training, time limitations and available human, physical facilities and financial resources, countries seek to adopt the training modalities which are economical as well as effective. There is a need to take a close look at the existing teacher training programmes and identify gaps and additional requirements. There is also a need to identify training modalities and training materials which are cost-effective.

National expertise in population education

Development and trend. Over the past few years, some countries have been able to develop national expertise in different components of population education such as curriculum and materials development, training, audio-visual aids, etc. but a few countries which were late in launching national population education programmes, lack national expertise in implementing their programme. During the last four years, some countries have provided in their national project budget, for the training of some key personnel through attachment programmes and short-term courses for a period of 4 to 5 weeks in Asian countries with relatively successful

population education programmes. These on-the-job type of training and courses cum workshops are proving to be very useful in developing the needed expertise. There is a trend in the countries to pursue these modalities of training.

Problem/issue. There are no systematic follow-up studies on the cost-effectiveness of different modalities of training and on the evaluation of the effectiveness of different types of training programmes in population education. There are very few research designs and instruments which the countries can use in conducting the studies.

IMPLEMENTATION PROCESS

Development and trend. The findings of a study undertaken for the World Bank on the effects of in-school population education reveal, *inter alia* that experiences in population education implementation in the region are generally under-documented especially at the country level. One very useful kind of information which can provide invaluable insights on the operation of population education programmes is on the *process* of significant project activities undertaken. Invariably, due to preoccupation with the day-to-day operation *per se* of such activities or with their concrete outputs, e.g. instructional/learning materials in the case of curriculum workshop, number of trained people and training designs in the case of training programmes; the process component of the activities remain generally undocumented. Guidelines and principles followed, ideas shared and exchanged, problems and conflicts met and how such were resolved, and resource management, among other things, do not get into the reports of activity proceedings. A wealth of experience and useful ideas is consequently lost which could otherwise be educative for other programme workers/professionals who will undertake similar activities in the future. Instead of accumulating a body of knowledge and experience on processes to refer to and benefit from, population educators are forced to

do similar activities using their own untested strategies which may or may not be efficient and effective.

Problem/issue. The issue is whether population education programme directors should devote more attention to documentating the *process* aspects of population education activities. Could reflective case studies be done by the project staff or those involved in the implementation of the programme?

ROLE OF UNIVERSITIES IN POPULATION EDUCATION

Development and trend. The higher education sector, consisting of universities and technical institutions, is the repository of academic excellence in most countries. In some countries, in view of their very high status in the academic world, they are sought to be put in the vanguard of population education programmes. The age group of university students is also such that the intended outcomes of the core messages of the population education programme can be realized in a short-term. Some of the universities planned and offered basic courses for all undergraduate college/university students in addition to offering masters and Ph.D. Degree programmes in population education. However, the requirements of trained personnel can hardly be met if we entirely depend upon the services of the formal university degree holders. Some of the Member States in the region have, therefore, initiated programmes to use the university faculty and students for teaching population education to members of local communities through community education/non-formal education programmes, population education clubs and national service schemes.

Problem. The problems faced in this regard are that (i) universities, being autonomous, may take time to implement policies laid down by the Ministries of Education; (ii) the population education programme, at times, is not seen by the university community as being in consonance with the traditional university orientation to excellence in research, professional and academic pursuits; (iii) the university system

being highly specialized and departmentalized, certain disciplines may not easily recognize the relationship between their discipline and population education.

The issue, therefore, is how best the university system can be motivated and involved to participate in research, teaching/training and extension activities in population education.

RESEARCH AND EVALUATIVE STUDIES

Research

Development and trend. There is an increasing recognition on the need for research based content of population education. A few countries did sociological studies (e.g. fertility related values) and/or utilized the findings of research in universities (e.g. demographic, socio-economic) as the bases for the content of populatin education. In some countries, textbooks were content analyzed to ascertain what population contents were already incorporated. A listing of population education concepts was then used to determine what other population topics could be utilized to enrich the textbooks of appropriate school subjects.

Problem/issue. The problems relating to research are to identify (i) new areas for investigation that would be useful for population education; (ii) modalities to disseminate research findings to those involved in population education; and (iii) findings of research in other related areas of quality of life such as health, nutrition, etc.

Evaluative research

Development and trend. There is also an increasing realization that unless population education can manifest effects and impact on target groups (students and out-of-school youth and adults), the continued support to the programme may be diminished. There is a felt need for evaluative research on effects and impact of the programme. However, project staff do not have the expertise to develop and implement

evaluative research designs and instruments. For instance, one of the indicators of programme effects are knowledge gain leading to attitude change regarding population-related problems and issues. One problem in this regard is the development of valid and reliable instruments, e.g. test items on the cognitive and and affective domains.

Evaluation of impact is even more problematic. Impact here refers to changes in behaviour (e.g. fertility behaviour) or enhanced quality of life for the target clientele of population education. There are hardly any longitudinal studies designed to assess the impact of population education programmes. One difficulty in evaluating impact of the programme springs from the fact that quality of life is a complex concept. Quality of life involves the satisfaction of emotional needs and society's ability to meet bio-physical needs such as food, housing, clothing, medicine, pure water and air; phycho-social needs such as education, employment, transportation, human freedom, security, etc. Since there are great variations in emotional needs as well as social, cultural and religious aspirations of the people in different societies, it becomes difficult to pin down quality of life. One of the criterion which can be applied to assess the quality of life may be the degree to which the society is stable or can live in harmony with nature without endangering itself or the environment for an indefinite period of time. There may be four principal conditions of a stable society - one that to all intents and purposes can be sustained indefinitely while giving optimum satisfaction to its members. These are (i) minimum disruption of ecological and social processes; (ii) maximum conservation of resources and human values; (iii) a population in which recruitment equals loss; and (iv) a social system in which the individual can enjoy, rather than be restricted by, the first three conditions. In recent years, some efforts have been made by some individuals and countries to identify indicators of quality of life which could be used in evaluating the impact of population education.

In many countries, expertise in evaluative research is available in universities, but such expertise is seldom tapped or, in some cases, university professors/instructors who are experts in evaluative studies are not very keen to help out.

Problem/issue. The main issue is whether the project staff or evaluation experts in universities (not directly involved in the programme) should undertake evaluative studies of the programme.

Research utilization

Development and trend. In some countries, there are many research and evaluation studies in population and related fields but they remain unutilized or under-utilized. Part of the problem is that the findings of such research and evaluative studies are published in professional journals for the consumption of their fellow academicians. They are not readily understandable and have little value to practioners in population education.

Problem/issue. There is a need to consider how appropriate findings of research and evaluative studies might be effectively utilized in population education.

POPULATION EDUCATION DOCUMENTATION/INFORMATION NETWORK

Development and trend. There is a trend in more and more countries to build up their population education collection or information resource base. For example, the UNESCO Population Education Programme through its Clearing House has assisted in acquiring 11,000 items of materials to build the population education collections of 26 centres in China, two centres in Indonesia, five centres in Nepal, two centres in Maldives, five centres in Viet Nam and two centres in Sri Lanka. Other countries like the Philippines, India and Bangladesh have also budgetary provisions for the procurement of books and are acquiring materials on their own. Those countries without budget allocation

for this purpose are being assisted by the Clearing House which sends them packages of books as donations which can serve as a basis for building a core collection in population education.

Problem/issue. Although these countries have acquired books and materials to build their population education collection, three immediate problems have emerged. First, in two countries, these materials are not being catalogued and organized properly to facilitate quick and easy retrieval of information for use in policy-making and programme implementation. Second, for those countries which have catalogued and organized these materials into a system, the librarians in charge of these collections are merely performing traditional library functions and are not undertaking transformation and repackaging of information to facilitate use of information in programme implementation. Third, the countries have not developed systematic mechanisms for information networking or resource sharing to facilitate the dissemination and use of information by the intended target audiences.

Chapter Four

NEEDS AND REQUIREMENTS AND STRATEGIES OF ACTION TO MEET THEM

Introduction

A review of the developments, trends, problems and issues of population education enabled the Seminar to identify emerging needs and requirements in population education. To make the programme more relevant and effective, these needs and requirements must be met. The Seminar, therefore, proposed strategies of actions to resolve the problems and issues and to meet the newly emerging needs and requirements. The strategies of action suggested are at two levels - national and regional. The needs and requirements identified by the Seminar are related to selective aspects of the programme. The countries planning new national population education programmes will have to review and add other needs to meet their unique requirements. Likewise, the suggested strategies of action are far from precise and comprehensive. Therefore, each country will have to adapt these to meet their needs bearing their own socio-cultural situations.

This chapter covers assessment of newly emerging needs and requirements, and forms of action to meet the new thrusts and requirements to make the programme more relevant and effective. Since the needs and requirements and the strategies of action are meant to solve the problems and/or resolve the issues cited in Chapter Three, this chapter shall have the same general content coverage.

POPULATION EDUCATION *VIS-A-VIS* NATIONAL POPULATION AND EDUCATION POLICIES

Needs and requirements. To take the population education messages to all the strata of society for wider, effective and continuing dissemination and to link education to the felt needs of the society, there is a need to take the population education programme beyond the project stage towards integration with the educational system by making it a part of the national education policy.

Strategy of action at the national level. Include population education in the revised education policy and to make population education part of courses of study in all formal and non-formal educational programmes.

Strategy of action at the regional level. Orient policy planners and decision-makers from different countries regarding the need for reflecting population education in the national education policy through seminars, meetings, advisory services, etc.

AWARENESS AND COMMITMENT

Needs and requirements. To ensure that all sections of the population can be reached through a sufficiently large national programme of population education, there is a need to increase the awareness and commitment among policy makers, influentials (e.g. religious leaders) and the general public so as to ensure high enough priority to population education programme.

Strategy of action at the national level. (i) Conduct seminars at the national and sub-national levels with the participation of educationists, and policy makers, and other influentials for increasing the awareness and commitment to ensure a high priority for population education and the provision of sufficient funds for its implementation; (ii) Develop linkages between population educational personnel and

media people to create better awareness and commitment among the general public for population education.

Strategy of action at the regional level. Organize inter-country exchanges of visits and experiences for planners and policy/decision makers.

PLANNING AND MANAGEMENT

Needs and requirements. In order to manage complex problems of population education in which a variety of inputs have to be sequenced and properly sychronized there is a need for expertise in planning and management. The project managers need orientation and training in planning and management, mainly because they are experts in certain disciplines or curriculum development.

Strategy of action at the national level. Give orientation/training to various levels of personnel in the methods and techniques of planning and management of population education programme.

Strategy of action at the regional level. Organize a regional workshop to develop process skills in planning and management, as well as to develop a prototype training manual on planning and management of population education programme, including the co-ordination of formal and non-formal population education.

EXPANSION OF CORE MESSAGES OF POPULATION EDUCATION

Needs and requirements. The needs and requirements under this broad heading are discussed separately under (i) population dynamics, development and quality of life; (ii) family life education; (iii) adolescent fertility-related concerns; (iv) ageing; and (v) urbanization.

1. Population dynamics, development and quality of life. To truly reflect the nature

and role of population education, as well as to make the programme relevant to most Member States, instead of only those saddled with acute population pressure, there is a need to expand the core messages of population education and go beyond the idea that small family size norm and lower rates of population growth are the only necessary condition for the attainment of quality of life, and to reflect the interactive relationship of population dynamics and development which have a bearing on quality of life.

2. Family life education. There is need to reinforce the family life education component of population education to help foster family solidarity, assist family members cope with the changing demands of different stages of family life and to ensure wholesome relationship with the family, friends and society.

3. Adolescent fertility. It appears that there is an urgent need to include core messages focused on adolescent fertility-related concerns in population education in view of the problem as discussed in Chapter Three.

4. Ageing. The number of older people, 65 years and over, is increasing in the Asian region. There is a need for population education to address the socio-economic implications of this phenomenon for societies and to review the changing perception of roles and responsibilities of the elderly on one hand, and ther younger members of the family on the other, towards each other within the context of Asian culture, as they relate to the attainment of quality of life.

5. Urbanization/migration. As pointed out in Chapter Three, the proportion of people

migrating and living in urban areas continues to increase. Urbanization means a lot of socio-economic problems for a lot of migrants. There is, therefore, a need for educational materials on the advantages and disadvantages of moving into the cities.

Strategies of action at the national level

1. Organize workshops to re-think, revise and expand the core messages as to reflect and emphasize the inter-active relationship of population dynamics, development and quality of life; family life concerns, adolescent fertility-related concerns, ageing and migration/urbanization according to national needs and situations.

2. Address the problem *adolescent fertility-related problems,* using strategies of action including (i) the use of extra-curricular activities, e.g. school guidance services, peer counselling, television episodes and talk shows, for addressing this concern; (ii) pilot adolescent fertility programme/activity in selected schools/community; (iii) conduct training programmes for guidance counsellors on adolescent fertility-related counselling; and (iv) review existing available materials on adolescent fertility and adapt them.

3. Address the issue of *ageing.* Reflect in appropriate materials not only the responsibilities that the increasing number of the elderly will mean for society in terms of social services that should be provided them but also the opportunities that society can provide the elderly to tap their contributions towards community development; and the roles of elderly for enriching the life of the family and the responsibility of the younger members of the family to respect and care for their elders.

4. Address the issue of urbanization by developing an educational package that could make migrants aware of urban problems and where and what types of social amenities are available.

Strategies of action at the regional level

1. Organize a regional workshop for the development of core messages and prototype materials focused on newly emerging dimensions of the population problem, such family life concerns, adolescent fertility-related problems, ageing, and urbanization.
2. Collect, transform and disseminate materials on family life education, adolescent fertility-related problems, ageing, and urbanization.

MATERIALS DEVELOPMENT: ADAPTATION, DISSEMINATION AND USE

Needs and requirements. In a programme which seeks to achieve attitudinal and behavioural change, it is important that materials are relevant, familiar and within the range of experiences of the learners. However, in many countries, materials developed at the regional level are not adapted to suit the country and materials developed at the national level are not adapted to local needs of learners. There is, therefore, a need for training in the process of adaptation of materials.

Strategy of action at the national level. Organize training workshops for curriculum specialists in development of materials flexible enough to lend themselves to local adaptation and include the techniques and methods of adaptation of materials to local needs in the training programmes for teachers.

Strategy of action at the regional level. Organize programmes for curriculum developers in the

techniques, methodologies and processes of preparation of materials and their adaptation to local environment, needs and problems.

USE OF EDUCATIONAL TECHNOLOGY IN POPULATION EDUCATION

Needs and requirements. In order to maximize the use of modern educational technologies, there is a need to develop at least one video-cassette tape for each set of core messages. There is also a need to develop national expertise in the development of audio-visual materials in population education, particularly slides and tapes.

Strategy of action at the national level. Conduct follow-up national workshop for the adaptation of slides and tapes and video cassettes developed at the regional level.

Strategies of action at the regional level

1. Develop at least one prototype video-cassette tape for each set of core messages.
2. Organize regional training workshops on the development of slides and tapes and video-cassette tapes on population education.

POPULATION EDUCATION IN APPEAL AND DEVELOPMENT PROGRAMMES

Population education in APPEAL

Needs and requirements. In many countries, the teaching/learning materials used in literacy and primary education classes have very little, or no, population related concepts. In countries where integration of population education concepts has been successfully achieved, there is still a need to ensure systematic integration of population education messages into appropriate subjects in primary schools and literacy wherever this has not been done.

Strategies of action at the national level

1. Organize workshops to develop integrated curricular materials (e.g. learning, teaching and training materials) illustrative of the integration of population education in APPEAL.
2. Develop packages of integrated teaching and training materials such as teachers/ field worker's guides, supplementary materials, charts, posters, etc.
3. Organize training programmes for teachers/ field workers with an emphasis on the effective communication of population education messages.
4. Explore alternative delivery schemes for dissemination and use of materials thus far developed.

Strategies of action at the regional level.

1. Organize regional workshops for the integration of population education in APPEAL.
2. Provide seed money, if possible, and organize follow-up workshops at the national level for adaptation of materials to suit local needs/requirements.
3. Procure, transform and disseminate innovative population education materials for use in literacy and primary education.

Population education in skills development programmes

Needs and requirements. In many countries, the educational materials developed for use in different skills development and adult education programmes have very superficial population education messages. To enable the participants in these programmes to better understand and make rational decisions about their population related behaviour, there is a need to mount population education messages on these skills development and adult education programmes.

Strategies of action at the national level

1. Organize national workshops/meetings to review existing curricular and teaching-learning materials with a view to systematically mounting/enriching population education messages in skills development and adult education programmes.

2. Organize meetings/workshops to adapt materials developed at the regional and national levels to make them relevant to local needs and requirements.

Strategies of action at the regional level

1. Subcontract the development of materials illustrative of the integration of population education into skills development and adult education programmes.

2. Facilitate the exchange of materials on the subject.

Materials for illiterates

Needs and requirements. In many countries, there are very few population education materials for illiterate people who have yet to be covered by literacy programmes. The illiterate group tends to be mostly poor, living in remote rural and urban slum areas. In order to help them learn about the adverse effects of unplanned families, they need to be provided with relevant population educational materials such as audio-video tapes, posters, charts, puppets, etc.

Strategies of action at the national level

1. Organize experts meetings/workshops to develop population education materials for the illiterate population.

2. Organize meetings to adapt materials developed at the national and international levels for use at the local level.

Strategies of action at the regional level

1. Subcontract the development of prototype audio-visual materials (e.g. video-tapes and visual materials, charts, posters, puppets, etc.) which could be used for teaching population education concepts to the illiterate segment of the rural and urban slum population.
2. Facilitate sharing and exchange of materials which are already available.

IMPROVING EFFECTIVENESS OF TRAINING PROGRAMMES

Needs and requirements. To ensure the effectiveness of training programme, bearing in mind, financial, human and physical facilities constraints, there is a need to conduct systematic studies to find out the cost-effectiveness of different modalities of training which are being used by different countries. There is also need to organize attachment programmes and short-term courses to enable project staff of the new national projects to benefit from the experiences of the countries with relatively successful programmes.

Strategies of action at the national level

1. Conduct research studies on the cost-effectiveness of different modalities of training.
2. Include attachment programme and short-term course in the budget of national population education projects.

Strategies of action at the regional level

1. Develop prototype research design and instruments for conducting studies on the cost-effectiveness of training modalities.

2. Help arrange for attachment and short-term courses for emerging country projects in population education.

3. Help arrange for dissemination of research studies.

IMPLEMENTATION PROCESS

Needs and requirements. There is a need to document experiences in population education programme implementation in the region.

Strategy of action at the national level. Undertake case studies of population education experiences as part of the evaluation of country programmes in population education.

Strategies of action at the regional level

1. Make available to country programmes reflective case studies on population education implementation.

2. Include the discussion of these case studies in the Regional Training Workshop on Planning and Management.

ROLE OF UNIVERSITIES IN POPULATION EDUCATION

Needs and requirements. To improve the orientation and content, as well as to extend the outreach of population education programme through the optimal use of the valuable resources available in the higher education sector, there is need to further increase the involvement of universities, in various aspects of population education. There is a need to involve universities in (i) undertaking research and evaluation studies; and (ii) training project staff manning formal and non-formal population education programmes. There is also a need to involve university students and faculty in population education through universities' extension and service activities.

Strategies of action at the national level

1. Assign research and evaluation projects to universities.
2. Arrange a seminar/workshop for university professors in Education and Social Sciences as a means for persuading them to introduce formal and non-formal population education programmes in universities, including making population education a component of the university's extension and social service programmes.
3. Encourage graduate and post-graduate students to undertake research studies in population education.

Strategies of action at the regional level

1. Send materials about formal and non-formal population education programmes at the tertiary level to heads of universities and selected professors/instructors.
2. Organize regional mobile training for university professors to expose them to research, teaching, and extension work related to population education done in countries of the region.

RESEARCH AND EVALUATIVE STUDIES

Needs and requirements. There is a need for research (e.g. sociological studies) as bases for the content of population education. Likewise, to improve programme implementation and to show its effects and impact, thre is a need for action research and evaluation studies.

In some countries, there are studies in population education and other fields relevant to population education. There is a need to ensure their use in population education programme for further improve-

ments of the programme. However, there is also a need to transform these findings into easy to understand versions and make them available to decision makers and practitioners.

Strategies of action at the national level

1. Tap the resources of the university to undertake research and evaluative studies pertinent to population education.
2. Organize training workshop to develop competencies in the evaluation of various aspects of the programme, as well as to assess the effects and impact of the programme.
3. Prepare abstracts of research findings and make them available to decision makers and practitioners.
4. Encourage action research on various aspects of population education.

Strategy of action at the regional level. Arrange joint innovative research projects on crucial population problems common to a group of countries.

POPULATION EDUCATION DOCUMENTATION/INFORMATION NETWORK

Needs and requirements. To make this information resources base or population education collection as functional as possible, there is a need to strengthen the manpower, facilities and skills of existing personnel and to expand the functions to include Clearing House Services.

Strategies of action at the national level

1. Expand the information resource base or collection to include Clearing House Services; and
2. Establish a systematic mechanism for information networking and resource sharing.

Strategy of action at the regional level. Include technical personnel in the training programme on documentation to develop skills in repackaging of information and to pave the way for the establishment of a regional information network on population education.

Chapter Five

REGIONAL CO-OPERATION IN POPULATION EDUCATION

Introduction

One session was devoted to the discussion of Agenda Item 6 - Regional Co-operation in Population Education. However, in the discussions of the other agenda items, references were made to developments, issues and concerns which have bearing on regional co-operation and/or action. For instance, in the course of the discussion of Agenda Item 3, a resolution on population education adopted by the 1985 General Conference of UNESCO at its Twenty-Third Session was cited. The resolution *inter alia* requests the Director-General to continue assisting Member States in strengthening and revitalizing population education. In the discussions of Agenda Item 5, several strategies of action at the regional level were suggested.

It is to be noted that a separate session was devoted to a review of RAS/86/P13 - Regional Programme in Population Education in Asia. The achievements of regional programmes were reviewed with reference to (i) the recommendations of the 1982 Regional Consultative Seminar; and (ii) the immediate objectives of RAS/86/P13. In this review, a number of suggestions were made to effect better regional co-operation in population education and to further improve the effectiveness of the regional programme in population education.

The Seminar also devoted one session to deliberate on the nature, main thrusts and modalities of

operation of the regional programme on population education from 1988 to 1991.

This chapter, therefore, consist of two main parts, namely (i) Review of the Regional Programme in Population Education in Asia; and (ii) The Proposed Regional Programme in Population Education for 1988-1991.

A REVIEW OF THE REGIONAL PROGRAMME IN POPULATION EDUCATION IN ASIA

The Consultative Seminar reviewed the Regional Programme on Population Education covering the period 1983 to 1986. The achievements *vis-a-vis* the recommendations of the 1982 Regional Consultative Seminar, as well as a general review of population education activities of the Regional Team on Population Education were presented. The summary of achievements *vis-a-vis* the recommendations of the 1982 Regional Consultative Seminar is given in Annex 4. The achievements *vis-a-vis* the immediate objectives of RAS/86/P13 are given in Annex 5. After the presentation of the overview of the activities by the Regional Team, the participants as well as the UNFPA representatives gave their comments on the role and work of the Regional Team during the period 1983 to 1986. All the countries expressed satisfaction on the technical assistance provided by the Regional Team in helping the countries in needs assessment, project formulation, training of personnel, curriculum and materials development, project reviews and evaluation, and documentation and information services. Some countries which started Population Education Programmes during the last 2 to 3 years expressed a need for the assistance of the Advisory Team for extended period of time. It was also felt that there is a need to initiate population education programmes in those countries without such programmes.

The UNFPA Representatives in the Seminar also expressed full satisfaction on the work of the Regional Team.

The following are some areas of concern which the participants felt would require the attention and assistance of the Regional Team in the future:

1. **Emerging proglems in some countries in the region**

The UNFPA Deputy Representative as well as many participants felt that the population education programme should also address itself to some emerging problems such as adolescent fertility related problems, ageing, etc. Some countries have already achieved the objective of small family norm, and therefore, the objectives of population education programmes in those countries will have to be re-oriented to meet the new emerging needs and problems. The discussion brought out the realization in most countries about the variety of ways in which population dynamics affects social life and national development. In view of these, the participants recommended the scope of the core messages to be expanded to include the new areas of concern. The countries wanted the Regional Team to assist in the development of materials and training of key personnel focused on these problem areas during the next programme cycle.

2. **Translation of materials**

Most of the countries noted that the materials in population education supplied by UNESCO in English are useful, but in order to ensure their effective use at the grass roots level, they need to be translated into local languages. It was also suggested that some selected materials produced at the national and local levels need to be translated into English to be shared with other countries in the region. While recognizing this need of the countries, the UNFPA Representative informed the participants that UNFPA supports financial provision for translation in the national projects and, therefore, it should be possible for the countries to translate selected population education materials from English into their national language and vice-versa. The Regional Team also stated problems of selecting the appropriate materials for translation as well as of finding the competent translators in different

languages, who are at the same time knowledgeable about population education.

3. Follow-up of the regional workshops

Many participants felt that the usefulness of regional workshops would be maximized at the national level if there are follow-up activities at the national and field operational levels. The participants suggested that the regional programme should provide technical and financial support to the countries for organizing follow-up activities at the national level and several options and possibilities for their financing were considered. It was also indicated that technical support by the Regional Team for organizing these activities would be made available, upon request by the Member States.

4. Information and transformation of materials

Some participants, while appreciating the assistance of the Regional Team in providing materials and information support to their national project, felt that the regional programme should develop some video cassettes of successful and innovative projects in the region and provide these to the national projects so that they could benefit from the experiences of those projects. The participants took note of the publication entitled, "Managing National Population Education Programmes - Issues and Actions" published by UNESCO Paris with the support of UNFPA, which includes some case studies on innovative programmes and action by selected countries in Asia, Africa, Latin America and the Caribbean, and the Arab States in solving the problems of implementing different components of population education programmes. The effectiveness of the attachment programme on population education documentation and the dissemination of materials was recognized and it was felt that they required strengthening.

5. Advisory services to Member States

The technical support given by the Regional Team was appreciated and it needs to be further extended.

A growing need for technical assistance and sharing of experiences was felt and it was suggested that one alternative mechanism would be to provide expert services from neighbouring countries which have developed appropriate expertise in various aspects.

6. **Awareness materials for policy makers**

There is a need for sharpening the awareness and commitment on the part of policy makers on the nature and need for population education. Consequently, there is need for sample materials which could be provided to these people.

7. **Packaging of population education materials**

The need for packaging materials in accordance with the needs of member countries was realized. There is need for a more collaborative effort on the part of the regional and national teams to package and repackage such materials.

PROPOSED REGIONAL PROGRAMME IN POPULATION EDUCATION (1989-1991)

The problem

In mid-1985, the population of Asia and the Pacific was estimated at 2,818.2 million which constitutes about 58 per cent of the world's population. It is growing at the rate of 1.7 per cent, which means an annual increment of about 50 million people. Added to this is U.S.S.R. which has a population of about 278.6 million in mid-1985. In a recent FAO sponsored study, it was estimated that about 168 million people in Asia are already living in areas where the land's carrying capacity has been exceeded; and that about 1/3 of the total of about 900 million hectares of Asian land is in the critical zones.

Unplanned population growth contributes to the aggravation of environmental pollution, dwindling

supply of fuels and other minerals, scarcity of land, destruction of forests and over-fishing. Rapid population growth is also associated with the growth of urban slums, a swelling of the ranks of those amidst absolute poverty, increase in the number of under- and mal-nourished, and the acute shortage of social services (e.g. health, education, housing, etc.). There are also emerging dimensions of the population problem, such as adolescent fertility-related problems, ageing, urbanization and migration. Hence the need for the continuance of population education programmes.

Role of population education

It was acknowledged that a multi-sectoral approach is needed to curb rapid population growth and to foster a better quality of life. Particular emphasis was focused upon the education sector because of the conviction that fertility behaviour is deeply rooted in people's socio-cultural values, and that education is one of the best intervention strategies for re-orienting values. An analysis of the fertility decline in Europe showed that such was due to a dramatic change in *cultural attitudes* brought about by the industrial revolution. Since no such change is expected to happen in the near future in many developing countries in the region, it is hoped that population education could be used to help trigger modification of pronatalist values.

It is also envisioned that population education can (i) help young people cope with adolescent-fertility related problems; (ii) address the socio-economic implications of ageing population; and (iii) urbanization/migration.

STATUS OF POPULATION EDUCATION IN THE REGION

There are about 40 countries in Asia and the Pacific, of which 33 are members of UNESCO. To date, only 15 countries in Asia and 10 in the Pacific have launched population education programmes. There is, therefore, a need to promote population education in

more countries in the region. In addition, there is an urgent need to sustain, renew and revitalize population education in countries where the programme is ongoing. Left alone, the programmes tend to disintegrate and are rendered ineffective, long before they are institutionalized in the education system.

NEEDS AND REQUIREMENTS

The 1986 Regional Consultative Seminar on Population Education identified emerging needs and requirements in population education for the period 1988 to 1991, which could be met largely through the activities of the Team manning the Regional Programme on Population. These are briefly discussed below.

1. **Awareness and orientation programme**

There are 15 countries in the region which have yet to be made aware of the potential of population education as one of the intervention strategies for development, and the enhancement of quality of life. Such awareness programme may include selective dissemination of population education materials, discussion with key officials attending other UNESCO meetings/ workshops, and missions to Member States to orientate concerned education officials and selected policy makers about the nature, goal and role of population education.

2. **Needs assessment**

Periodically, UNFPA fields Basic Needs Assessment Missions in countries of the region. Wherever there is the potential for population education in such countries, there is a need for the Regional Team to participate in the mission.

3. **Programme planning and project formulation**

There are a few countries which have recently been made aware of the crucial role of population education, in the improvement of quality of life. Such countries shall need assistance in developing plans

of operation, and in formulating projects for consideration by the Government and international funding organizations, especially UNFPA. These countries shall need assistance from the Regional Team.

4. Technical assistance in programme implementation

There is an urgent need for continuing assistance in the implementation of country programmes in population education. *First*, because the innovatory characteristic of population education needs to be sustained, if it is to be ever effective. There is a need for the Regional Team to continue its invaluable inputs into the renovation of the programme, as well as to elaborate on and disseminate new strategies developed by country programmes. *Second*, the Regional Team needs to continue to help in the development of national capabilities in various aspects of population education through (i) the organization of regional training programmes, study visits, and attachment programmes; (ii) participation in the organization and conduct of national training workshops; and (iii) arrangements for short-term courses and advanced degree fellowships in selected institutions of higher learning in Member States. *Third*, the Regional Team needs to continue to develop and disseminate population education materials on different aspects of population education. *Fourth*, the Regional Team needs to continue to provide a forum for the deliberation of serious problems adversely affecting country programmes and in jointly developing action programmes to solve such problems. *Fifth*, the Regional Team needs to continue to participate in the more objective and credible review and evaluation of country programmes. *Sixth*, the Regional Team needs to continue to facilitate the flow of population education materials and information, as well as to assist in building national documentation centres in population education. *Seventh*, the Regional Team needs to identify expertise in population education which could be tapped to help country projects in neighbouring countries.

REGIONAL PROGRAMMES

Bearing in mind the needs of country programmes identified by the 1986 Regional Consultative Seminar, especially those which could be met by the regional programme, the following regional programmes and activities are proposed for the period 1988 to 1991.

1. Advisory services

From 1973 to 31 August 1986, the Regional Team undertook missions (380 man-weeks) to 30 countries in the region. These missions were in response to requests from UNFPA and countries in the region for the Regional Team's participation in needs assessment, project planning and formulation, curriculum and materials development, orientation and training programmes, research and development, reviews and evaluation (including evaluative research), and population education documentaion.

From 1988 to 1991, the Regional Team shall continue undertaking advisory mission to focus on the following areas:

i) **Awareness and orientation**. This shall be concentrated on countries of the region which are yet to recognize the importance of a population education programme.

ii) **Facilitating institutionalization of population education**. The Regional Team shall facilitate the process of institutionalization of population education in the Member States by ensuring inclusion of questions on population education in the public examination and in the pre-service training of teachers and field workers.

iii) **Needs assessment**. The Regional Team shall participate in needs assessment missions, especially those to be organized by the Governments and UNFPA.

iv) **Programme planning and project formulation**. It is expected that missions on (i) and (ii) shall generate interest in launching population education programmes in at least 10 countries of the region. The Regional Team shall help assist in planning the programme and in formulating appropriate project proposals.

v) **Training**. The Regional Team shall participate in the organization and conduct of national training programmes for key personnel in both formal and non-formal population education.

vi) **Curricular materials development**. The Regional Team shall participate in curricular materials development workshops. Such workshops shall have two basic aims, namely to (a) develop process skills among the participants; and (b) prepare curricular materials.

vii) **Project reviews and evaluation**. Upon the request of Governments and UNFPA, the Regional Team shall participate in the conduct of project reviews and evaluation of country projects in population education.

viii) **Population education documentation**. The Regional Team shall continue to facilitate the flow of population education materials and information within a country and among countries of the region.

ix) **New areas of development**. In the course of its missions to Member States, the Regional Team shall *inter alia* continue to identify new areas of development in various aspects of population education; and would disseminate those to other country programmes.

2. **Mobilization of national capacities for inter-country co-operation**

As already cited earlier, there are 15 countries in Asia and 10 countries in the Pacific which have launched population education programmes. Although, these country programmes are at various stages of development, most have excellent features to share with others *via* study visits and exchange of materials and information. Many countries have evolved institutional mechanisms which could be tapped to help train key project personnel from emerging country programmes such as through attachment programmes, short-term courses and long-term fellowships in population education. The Regional Team shall help facilitate the mobilization of such national capacities for inter-country co-operation.

3. **Regional seminars and training workshops**

This is the third major cluster of regional activity. Regional seminars provide a forum for (i) the review of developments and trends of country programmes; (ii) assessment of emerging needs and requirements; and (iii) co-operative development of action programmes to meet the requirements of the new thrusts and developments. On the other hand, training workshops aim to (i) develop process skills on various aspects of population education among participants; and (ii) prepare prototype materials and/or research design and instruments for adoption or adaptation in Member States.

Aware that the Regional Programme in Population Education must serve the specific purposes of assisting country programmes in population education, the regional workshops and activities envisioned for 1988 to 1991 are those which shall facilitate the solution of anticipated major problems faced by country projects in population education. These regional activities are briefly discussed in the pages which follow.

3.1 Development of slide and tapes and video-cassette tapes on population education (1988)

Background

In 1976, the Regional Team in collaboration with experts in the countries developed a prototype slide and tape entitled, "Demography in Population Education". This set was further improved in 1981-1982. Then in 1985-1986, the Regional Team commissioned the development of a video cassette tape entitled, "Inquiry Approach: A Teaching Methodology for Population Education". These two sets of slides created a lot of interest in countries of the region. The set of slides and tapes has been adapted by many countries of the region for their own use.

The Problem

Many educators are convinced that the use of slide and tape is one of the most effective ways of teaching population education. Likewise, the use of other modern educational technology, particularly video cassette recorder (VCR), in training and teaching is becoming increasinglky popular, largely because it is cost-effective. Many country projects have, therefore, acquired slide projectors, tape recorders, cameras, VCRs and monitors; and in some countries sophisticated VCR systems have been purchased. However, there is still very little software (e.g. slides and tapes and video cassette tapes) developed in countries of the region. This is largely due to lack of know-how and/or expertise in the development of such software. The use of audio-visual equipment has, therefore, not been maximized. Hence, the need for this regional training workshop.

Objectives

The objectives of the training workshop are as follows:

a) Exchange of experiences in the development of slides and tapes and video cassette tapes.

b) Develop process skills in the development of slide and tape and video cassette tape.

c) Develop a prototype slide and tape and video cassette tape on population education.

Outcomes

The expected outcomes of the training workshop are the following:

a) Exchange of tapes and experiences in the development of slides and tapes and video cassette tapes in population education.

b) Development of process skills among the participants in developing slides and tapes and video cassette tapes in population education.

c) Development of a prototype slide and tape and video cassette tape in population education.

3.2 Materials development: adaptation, dissemination and use (1988)

Background

The effectiveness of a population education programme depends largely on the quality of the materials developed for the target population. Invariably, the materials for the learners are developed by the project at the national level and are, in some cases, irrelevant to the local needs and conditions of the learner. In some cases, the materials developed at the regional level are not utilized by the national projects because of the lack of expertise in adapting these materials to the needs and requirements of the country. Many countries in the region face the problem of dissemination of materials and their proper utilization by the teachers and students.

The Problem

Although some countries in the region have prepared very good materials for the teachers and

students, they are not fully relevant to the education system in terms of their integration into the textbooks, teacher training materials and examinations. This is mainly because of the fact that the subject experts and curriculum specialists do a good job in relation to the demands of the content of population education but have difficulty in relating the content to the demands of the education system and needs of the learner. The Regional Consultative Seminar, therefore, felt it necessary that curriculum developers in population education should be given training at the regional level in the techniques, methodologies and process of preparation of teaching-learning materials and their adaptation to the local environment, needs and problems.

Objectives

The objectives of the Regional Training Workshop are as follows:

a) To exchange experiences in the process and problems of preparing and adapting teaching-learning materials in population education.

b) To develop skill in the techniques and process of preparing and adapting teaching-learning materials in population education.

c) To develop guidelines for the preparation, adaptation, dissemination and use of population education materials.

Outcomes

The expected outcomes of the Workshop are as follows:

a) A report on sharing of experiences in the preparation and adaptation of teaching-learning materials in population education.

b) Guidelines for the preparation, adaptation, dissemination and use of population education materials.

c) Participants develop skills in the techniques and processes of preparing and adapting teaching-learning materials in population education.

3.3 Integration of population education in the Asia-Pacific Programme of Education for All (APPEAL) (1989)

Background

In 1985, about 75 per cent of the world's illiterates (i.e. 618 million) lived in the Asia and Pacific region. In addition, some 100 million school age children (age 6-14) were not enrolled. Though the aggregate percentage of illiterates is decreasing, the absolute number still continues to grow, partly since the rate at which the adult population is gaining literacy is out-stripped by the rate of population growth. It has also been shown that fertility is inversely related to education (e.g. the higher the educational attainment of parents, the smaller the family size).

Fully cognizant of the problem of universalization of primary education (UPE) and eradication of illiteracy (EOI), the Fifth Regional Conference of Ministers of Education and Those Responsible for Economic Planning in Asia and the Pacific (MINEDAP V) held in Bangkok in March 1985 proposed *inter alia* the launching of a Regional Programme for UPE and EOI. The Twenty-Third Session of the UNESCO General Conference (Sofia, 1985) endorsed the Regional Programme for UEP and EOI. A regional programme called the "Asia-Pacific Programme for Education for All", (accronym APPEAL) has been conceived, developed and was to be formally launched in November 1986.

The Problem

The 1986 Experts Meeting on the Regional Programme for UPE and Literacy, *inter alia* underscored the fact that unless primary education and literacy are relevant to the betterment of people's lives, UPE

and EOI will be difficult to achieve, and in many countries, curricular and literacy materials are quite remote from the day-to-day concerns (e.g. population-related problems) of children and adult illiterates. In some countries, the core messages of population education have been integrated in the curricula of secondary schools, but not in the primary school curricula. It is to be noted that the majority of young people leave school after completing primary schooling or even before. Likewise, in a few countries, population education core messages have been integrated in literacy programmes. Many more countries, however, have yet to realize that population education can contribute towards making literacy programmes more relevant and functional. It is also to be noted that the birth rate tends to be higher among the illiterates and neo-literates which aggravates their already deplorable socio-economic conditions. Hence, the need to organize a Regional Workshop for the Integration of Population Education in APPEAL.

Objectives

The objectives of the Regional Workshop are as follows:

a) To exchange experiences on the integration of population education core messages in formal and non-formal education programmes.

b) To develop alternative designs for integrating the core messages of population education in primary education and literacy programmes.

c) To develop prototype materials illustrative of the integration of population education core messages in primary education and literacy programmes.

Outcomes

The expected outcomes of the Regional Workshop are as follows:

a) Sharing of problems and issues faced, and how those were overcomed to achieve integration of core messages of population education in formal and non-formal education.

b) Alternative designs for the integration of population education in primary education and literacy programmes.

c) Prototype materials illustrative of the integration of population education core messages in primary education and literacy programmes.

3.4 Role of universities in population education (1989)

Background

The higher education sector consisting of universities and technical institutions is the repository of academic excellence in most countries. In some countries, in view of their very high status in the academic world, they are sought to be put in the vanguard of population education programmes. The age group of university students is also such that the intended outcomes of the core messages of the population education programme can be realized over a short term. Some of the universities are offering elective or required courses for undergraduate college/university students in addition to offering masters and Ph.D degree programmes in population education. Some universities in the region have also initiated programmes to use the university faculty and students for teaching population education to members of local communities through community education/non-formal education programmes, population education clubs and national services schemes.

The Problem

The role of universities in research, teaching and extension programme of population education is very crucial for the institutionalization of population education. The problems faced in involving universities

in population education are that (i) universities, being autonomous, may take time to implement policies laid down by the Ministries of Education; (ii) the population education programme, at times, is not seen by the university community as being in consonance with the traditional university orientation to excellence in research, professional and academic pursuits; (iii) the university system being highly specialized and departmentalized, certain disciplines may not easily recognize the relationship between their discipline and population education. It is, therefore, planned to organize a regional mobile training programme for university professors to expose them to research teaching, training and extension work related to population education in the formal and non-formal education sectors so as to ensure their active participation in the various aspects of the programme.

Objectives

The objectives of the regional mobile training programme are as follows:

a) Develop awareness and interest among university professors about population education research, teaching, training and university extension programmes.

b) Develop a team of committed university professors to work as experts/resource persons in planning and carrying out population education activities through university faculty and students.

Outcomes

The expected outcomes of the training programme are as follows:

a) Lessons learnt about the relative merits of various modalities, processes and techniques of planning and carrying out population education research, teaching, training and university extension work.

b) A team of motivated university professors who would be ready to assume the role of expert/resource persons in planning and carrying out population education programme through the university system.

3.5 Regional Consultative Seminar (1990)

Background

Since its inception, the programmes of the Regional Team on Population Education have been planned on the basis of the needs and requirements expressed by Member States of the region at the Regional Consultative Seminars held every four years. The last Consultative Seminar was organized in 1986.

The Problem

Past experiences have shown that over a period of four years, so many changes take place in various aspects of population education. New problems, needs and requirements are expected to surface by 1990 at the country and regional levels. There is a need to provide a forum for a joint analysis of the problems, and in co-operatively developing action programmes at the national and regional levels to respond to newly emerging needs and requirements. Hence, a Regional Consultative Seminar shall be organized in 1990.

Objectives

The objectives of the Regional Consultative Seminar are the following:

a) To review the developments and trends of country and regional programmes in population education since the 1986 Regional Consultative Seminar.

b) To assess the new thrusts and emerging needs in population education.

c) Co-operatively develop action programmes to cope with the new thrusts and emerging needs.

Regional Consultative Seminar

Outcomes

The expected outcomes of the Seminar are:

a) Sharing of experiences on the recent developments and trends in country programmes in population education.

b) Inventory and analysis of new thrust and emerging needs.

c) Action programmes to cope with the new thrusts and emerging needs.

3.6 Planning and management of population education (1990)

Background

The efficient and effective operation of any project or programme depends to a large extent on the expertise of programme managers and directors in planning and management.

In many countries, people appointed or designated as population programme/project directors are often specialists in certain disciplines such as social science, science, education and population education and/or experts in certain components of programme operation such as training, curriculum, research or evaluation. Although they may have some experience and exposure to planning and management at varying degrees, very often they lack expertise in scientific planning and management of population education programme. It has been observed that some of the project directors learn these skills in the course of time. But this may not happen in some countries where there is a fast turnover of project directors and middle level managers due to promotion, transfer or retirement. Because of the lack of expertise in planning and management, the qulity of implementation of the project activities is adversely affected.

The Problem

While some efforts at the national level have been made to develop and/or enhance the competencies in planning and management of national and sub-national programme directors and managers of population education, these efforts are mainly directed towards the planning and management of separate programme components, e.g. curriculum development, training research and evaluation, library service; and not on the planning and management of the overall programme or project. Given this limited experience, programme managers, especially at the sub-national level, find themselves handicapped in managing their programmes or projects. Consequently, the implementation of the population education programme is often jeopardized. It is, therefore, proposed to organize a regional training workshop to develop process skills among national project directors, and middle level managers in planning and management of population education programmes.

Objectives

The objectives of the training workshop are as follows:

a) Exchange of experiences in planning and management of population education programmes at the national and sub-national levels.

b) Acquire knowledge about planning and management theories, principles, methods and techniques.

c) Develop process skills in scientific planning and management of population education programmes covering both formal and non-formal education sectors.

d) Develop a prototype training manual on planning and management of population education programmes.

Outcomes

The expected outcomes of the training workshop are as follows:

a) Lessons learnt from the successful and unsuccessful experiences of programme planning and management in the region.

b) A team of trained personnel in the process skills of planning and management of population education programmes.

c) Prototype training manual on planning and management of population education programmes.

3.7 Family life, adolescent-fertility, ageing and uranization (1991)

Background

For the remaining years of the twentieth century, some developing countries in Asia and the developed countries of the region would approximate and, perhaps, even transcend the population stability threshhold. These countries are, therefore, likely to be confronted with new dimensions of the population problem. To truly reflect the nature and role of population education, as well as to make the programme relevant to most Member States, instead of only those saddled with acute population pressure, there is a need to expand the core messges of population education as to include other dimensions of population problems such as family life concerns, adolescent fertility, ageing and urbanization.

The Problem

Although some work has been done, there is still an urgent need for clearly delineated core messages and more systematic development of prototype materials for students, teachers, field workers and adult learners. It is, therefore, proposed to organize a Regional Workshop for the Development of Prototype Ma-

terials on Family Life, Adolescent Fertility, Ageing and Urbanization in 1991.

Objectives

The objectives of the workshop are as follows:

a) Exchange of experiences in dealing with family life concerns, adolescent-fertility, ageing urbanization.

b) To develop process skills in developing prototype core messages, designing curricular content and teaching/learning materials on family life, adolescent fertility, ageing and urbanization for use in the formal as well as non-formal education programmes.

c) To develop prototype core messages and materials on family life, adolescent fertility, ageing and urbanization for integration in the population education programmes of countries in the region.

Outcomes

The expected outcomes of the workshop are as follows:

a) Lessons from the achievements and problems of different country programmes.

b) Clearly defined core messages on family life, adolescent fertility, ageing and urbanization.

c) Process skills in designing curricular and teaching learning materials on these population-related concerns.

d) Prototype curricular and teaching learning materials on family life, adolescent fertility, ageing and urbanization for integration into formal and non-formal population education programmes.

3.8 Development of video cassettes on core messages in population education (1988-1991)

Background

In view of the problem of dilution of population education content in different in-school subjects and non-formal education programme, the 1984 UNESCO Regional Workshop on the Development of Adequate Learning Materials in Population Education recommended that the national projects should develop materials focused on five sets of core messages of population education, considered as crucial in yielding the desired effects and impact on students, and out-of-school youth and adults. The themes of the proposed core messages are (i) family size and family welfare; (ii) delayed marriage; (iii) responsible parenthood; (iv) population change and resource development; and (v) population-related beliefs and values.

In 1985 to 1986, the Regional Team in collaboration with experts in the countries, developed a video cassette tape for the first core message, i.e. family size and family welfare using the problem-solving and inquiry approach. The video cassette tape is intended primarily for use in the training of teachers and other key personnel, and in teaching population education.

The Problem

The use of video cassette in conveying the core messages of population education has proven to be cost-effective. However, at the regional level, only one video cassette tape has been developed on one of the five core messages of population education recommended by the above-mentioned 1984 Regional Workshop.

Likewise, only one of the approaches to training teaching methodologies has been illustrated in video cassette. There is, therefore, a need to develop or commission the development of at least four sets of video cassettes for use in formal and non-formal education. Each set shall be focused on each of the four remaining core messages, and using for each a different training/teaching modality.

Objectives

To develop prototype video cassettes focused on core messages of population, which are also illustrative of the use of different training/teaching methodologies, which could be adopted or adapted in countries of the region for use in the formal and non-formal education sectors.

Outcome

A set of cassette tapes (one each for formal and non-formal education sectors) focused on the core messages; one each in 1988, 1989, 1990 and 1991.

3.9 Population education for illiterates (1988-1990)

Background

Since the launching of non-formal population education in many countries of the region, population and family planning education have been integrated in literacy programmes. With APPEAL (cited earlier), more aggressive efforts could be made to persuade countries to integrate population content in UPE and EOI.

The Problem

There are, however, very few population education materials for illiterates and many illiterates may not have the chance to attend literacy classes at all. It is, therefore, necessary to develop population education materials for the illiterates, especially as illiterates tend to be poor, and are likely to have larger families. There is, therefore, a need to subcontract the development of population education materials (e.g. posters, flip charts, pictorials, audio-visual materials, etc.) for use in countries with a big illiterate population. These materials may also be used to motivate illiterates to participate in literacy classes, thus contributing to the realization of the goals of APPEAL.

Regional Consultative Seminar

Objective

To develop visual and audio-visual materials for illiterates focused on the core messages of population education.

Outcome

Posters, flip charts, slides and tapes focused on core messages of population education.

3.10 Integration of population education into skill development programmes (1989-1991)

Background

Recognizing that poverty and rapid population growth are among the major problems adversely affecting quality of life, some of the Member States in the region started skills development and adult education programmes in order to help the poor to acquire *inter alia* appropriate productive skills. The majority of the people participating in these programmes are either out-of-school youth and/or young married couples with high fertility potential. They are, in a sense, a captive audience while attending skills development programmes. Some Member States have taken advantage of the situation and initiated and integrated population education messages in these programmes.

Problem/issue

It has been generally observed that population messages are not adequately integrated into the teaching learning materials developed for use in skills development and adult education programmes. It is, thus, considered essential to develop sets of educational materials illustrative of adequate integration of population education messages in skills development and other adult education programmes. Such materials could be developed on subcontract to qualified institutions/individuals in the Member States. These materials could then be published and widely disseminated in the region.

Objective

To develop prototype sets of population education materials for integration in skills development and adult education materials.

Outcome

Four sets of prototype population education materials integrated into skills development and adult education materials.

3.11 Translation of population education materials (1989-1991)

Background

A large number of useful publications and audio-visual materials have been produced by various national population education programmes during the last 10 years. About two-thirds of these materials are in the national languages and thus cannot be shared with other countries. As a corollary to this, the UNESCO Population Education Programme Service has also been producing and disseminating quite a number of exemplary and prototype materials for the countries to adapt. All of these materials are in English and thus cannot be used by the majority of the field staff in the countries unless they are made available in their local languages.

The Problem

The utility of good materials produced in national languages under different projects cannot be maximized unless they are made available in a commonly understood language. There is thus an urgent need for translting useful innovative and sharable materials from the national languages to English. Similarly, there is a need to translate English materials produced by the Regional Team into national languages for their wider use at the grass roots level. This translation work can be successfully implemented with the joint efforts of the Regional Team and the national authorities particularly in the selection of materials and

translators and mobilization of financial resources. It is, therefore, planned to undertake translation of selective national materials into English and regional materials into national languages.

Objectives

The objectives of the translation programme are as follows:

a) To identify and select outstanding and useful population education materials produced by the countries.

b) To translate these selected materials from the national language to English and to reprint them in multiple copies for dissemination to Member States in the region.

c) To identify population education materials produced by the UNESCO Regional Population Education Programme which countries would like to translate into their national languages for wider dissemination and use.

Outcomes

The expected outcomes of the translation programme are the following:

a) A set of criteria for selecting national population education materials and UNESCO materials to be translated.

b) About 10 national population education materials to be translated from the national languages to English.

c) About five UNESCO population education materials to be translated from English to selected national languages.

3.12 Joint innovative research projects (1989-1991)

Background

There is an increasing recognition on the need for research-based content of population education.

A few countries did sociological studies (e.g. fertility-related values) and/or utilized the findings of research in universities (e.g. demographic, socio-economic) as the bases for the content of population education. There is also an increasing realization that unless population education can manifest effects and impact on target groups (students and out-of-school youth and adults), the continued support to the programme may be diminished. There is a need for evaluative research on effects and impact of the programme.

The Problem

There is a need for research studies (e.g. sociology) as bases for the content of population education. Likewise, to improve programme implementation and to show its effects and impact, there is a need for action researches and evaluation studies.

In some countries, there are studies in population education and other fields relevant to population education. There is a need to ensure the incorporation of their findings into population education programmes to assist in further improvements. However, there is also a need to transform these findings into easy to understand versions and make them available to decision makers and practitioners. In order to meet the above needs, it is planned to subcontract joint innovative action research projects on crucial problem areas in population education which are common to a group of countries in the region.

Objective

To conduct action research in a group of countries on common problem areas of population education by awarding subcontracts, and to share the findings among all the countries in the region.

Outcomes

The expected outcomes of the research are as follows:

a) Sharing of expertise in research designs and instruments.

b) Research studies on selective problem areas.

c) Sharing of the findings of these joint innovative research projects.

MODALITIES OF OPERATION

In carrying out the regional programmes and activities, the 1986 Regional Consultative Seminar enjoined the Regional Team to use the following modalities of operation to maximize its contribution towards the enhancement of country programmes in population education. These are as follows:

1. **Needs assessment**

The activities and programmes of the Regional Team should continue to address the needs and requirements of country programmes in population education identified in consultation meetings and needs assessment exercises.

2. **Parcitipatory methodologies**

The activities and programmes of the Regional Team should be planned and implemented using participatory methodologies.

3. **Involvement in UNESCO programme**

The Regional Team should work closely with the other programmes of UNESCO which have clear relevance to population education such as APEID and APPEAL.

4. **Population education as integral part of development**

Population education should be pursued as an innovation and developed as an integral part of educational development planning, as well as population and development programmes of countries, which are, after all, designed to foster quality of life of the people.

5. **Follow-up action**

Regional activities (e.g. training workshops) should have follow-up actions at the national and field operational levels. Regional inputs should enrich on-going country programmes.

6. **Inter-agency collaboration**

The activities of the Regional Team should be closely linked and co-ordinated with the population related programmes of other UN bodies such as those of UNDP's Development Training Support Communication Programme (DTCP), ESCAP, FAO, ILO, WHO and other international non-governmental organizations.

Chapter Six

CONCLUSIONS AND RECOMMENDATIONS

The Regional Consultative Seminar on Population Education was convened at the UNESCO Regional Office, Bangkok from 16 to 22 September 1986. It reviewed the progress and achievements in the implementation of population education programmes since the 1982 Regional Consultative Seminar. In the course of such a review, the seminar took note of the following:

1. The status of ongoing population education programmes in the member countries;
2. The steps taken by those countries which have recently initiated population education programmes or activities;
3. The actions taken by country programmes in population education as well as the UNESCO Regional Team on Population Education, in accordance with the recommendations of the 1982 Regional Consultative Seminar.

In the course of discussions and deliberations, the Seminar took note of the following needs:

1. The need to expand the core concepts and messages as decided upon at the 1984 UNESCO Regional Workshop for the Development of Adequate Learning Requirements in Population Education;

2. The need for strengthening the ongoing programmes through functional linkages and appropriate interventions;

3. The need to institutionalize population education programmes in the national educational system of countries in the region;

4. The need to strengthen the technical as well as the management aspects of population education programmes;

5. The need to share the experiences of population education programmes across countries, particularly those relating to implementation processes and adoption of an appropriate mechanism;

6. The need to explore new mechanisms through which countries can share with each other their experiences in implementing population education programmes;

7. The need to undertake further appropriate research and evaluative studies at the country level; and

8. The role of the Regional Team on Population Education for continuing the technical backstopping and in facilitating the exchange of information and materials among the Member States in the region.

The formulation of a set of recommendations was undertaken to fulfil the following objectives:

1. To strengthen the ongoing population education programmes in the Member States;

2. To institutionalize population education in national education policies, plans and programmes;

3. To continuously tap and ensure the resources of donor agencies for comprehensive development of population education programmes; and

4. To initiate appropriate action to launch population education programmes in those countries of the region that have not yet done so.

Recommendations

The Seminar:

1. Acknowledged the progress and achievements of population education programmes underway in the region and recognized the need to expand the core concepts and messages identified earlier taking into account the emerging needs and concerns of countries in the region. The Seminar, therefore, recommends that the original core messages be retained and ways and means of expanding the scope of such messages be identified, taking into consideration various socio-cultural concerns of individual countries.

2. Recognized that population education programmes in most of the countries in the region have made significant progress towards institutionalization. In view of such positive attainment, the Seminar urges countires to undertake appropriate steps to reflect population education in national education policies and plans.

3. Acknowledged that past efforts of population education had been directed towards building up the capability of organizations and individuals in the Member Sttes. Mindful of the fact that for more effective implementation, efforts have to be directed towards (i) refining and adapting curricula and materials; (ii) selecting and evolving training modalities; and (iii) carrying out research and evaluation activities; the Seminar, urges the Member States to consider the strategies for action proposed in Chapter Four of the Report.

4. Recognized the role of universities in providing technical assistance in the area of research, training and evaluation. The Seminar, therefore, recommends that efforts be made to secure the collaboration and involvement of higher institutions of learning in population education.

5. Recognized the importance of including population educatin in the curricula of primary schools and literacy programmes. In view of the inherent potential of these programmes, the Seminar urges that efforts be directed towards incorporation of population education in the Asia-Pacific Programme of Education for All (APPEAL).

6. Recognized the importance of documentation and dissemination of the experiences gained in the implementation of population education programmes. Noting that such information is hardly ever documented or readily available, the Seminar urges that efforts be made for the establishment of a mechanism for an information network for more effective dissemination.

7. Recognized the need for continuous upgarding of competencies of programme staff in various areas of population education. In this regard, short-term courses, fellowships, attendance in population-related seminars and conferences, and attachment programmes are needed to ensure the upgrading of professional capability required for the programme and to create a pool of trained personnel. In view of this, the Seminar urges that donor agencies support such activities.

8. Recognized that most of the countries have taken steps to integrate population education into their curricula and textbooks. In order to ensure institutionalization of population education in the education

system, the Seminar urges that countries of the region should make efforts to integrate population education in the programmes for the pre-service training of teachers and field workers.

9. Recognized the need for continuous translation and sharing of innovative materials developed in different countries of the region. In view of this, the Seminar urges that donor agencies should provide sufficient funds for undertaking at the regional level, translation of selective materials and its dissemination among interested country projects.

10. Identified new emerging areas of concerns in the countries of the region and recognized the need for the development of new materials and national expertise in those areas. The Seminar recommends that UNESCO should take steps to implement the regional actions suggested in Chapter Five of the Report.

11. Acknowledged with appreciation the contributions of teh Regional Advisory Team on Population Education and recommends the need for its continuance.

12. Commends UNFPA for its financial support to regional and national programmes of population education and recommends strongly that it continues providing the much needed financial assistance.

Annex 1

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Annex 2

AGENDA

1. Inaugural session.

2. Election of officers of the Seminar.

3. Exchange of experiences in population education.

4. Assessment of newly emerging needs and requirements in population education.

5. Development of forms of action to meet new thrusts and requirements to make the programme more relevant and effective.

6. Deliberation on regional co-operation in population education.

7. Consideration and adoption of the report.

Annex 3

ANNOTATED AGENDA

1. **Inaugural session**

The ADG for Co-ordination of UNESCO Activities in Asia and the Pacific and the Permanent Secretary of Education, Ministry of Education, Thailand, will jointly inaugurate the Seminar.

2. **Election of officers of the Seminar**

The meeting will elect a Chairman, one Vice-Chairman and a Rapporteur. The Secretariat of the Seminar will be provided by the UNESCO Regional Office for Educatin in Asia and the Pacific.

3. **Exchange of experiences in population education**

The participants will present their country papers for discussion highlighting the *developments* and *trends* of country programmes in population education since the 1982 Regional Consultative Seminar. This may include brief description of the following:

i) Achievement *vis-a-vis* the recommendations of the 1982 Regional Consultative Seminar.

ii) Experiences in the renewal of content, methods and training modalities, etc.

iii) Expansion of programme *vis-a-vis* target clientele.

iv) Assessment of effects and impact on target clienteles.

v) Problems and issues and strategies used to overcome them.

vi) Emerging future needs and requirements.

vii) Proposed forms of action to meet new thrusts and requirements to make the programme more relevant and effective.

The participants will also discuss the developments, trends, problems and issues identified by the Technical Working Group (see the working document ROEAP-86/POPED-RCSPE/5).

The participants shall also review the regional programme, especially with reference to the achievements *vis-a-vis* (i) the recommendations of the 1982 Regional Consultative Seminar; and (ii) the immediate objectives of RAS/86/P13 (formerly RAS/74/P02), covering the period 1983 to August 1986.

4. Assessment of newly emerging needs and requirements in population education

It is hoped that in the exchange of experiences in population education newly emerging needs and requirements in population education will be highlighted.

The participants will discuss the emerging needs and requirements identified by the Technical Working Group. The participants are also requested to present and discuss additional needs and requirements (see the working document ROEAP-86/POPED-RCSPE/5).

5. Development of forms of action to meet new thrusts and requirements to make the programme more relevant and effective

On the bases of the exchange of experiences and the assessment of newly emerging needs and requirements in population education, forms of action to meet new thrusts and requirements to make national programme more relevant and effective shall be co-operatively developed. The participants may wish to consider the forms of action suggested by the Technical Working

as starting point for the deliberation of this Agenda Item (see the working document ROEAP-86/POPED-RCSPE/5).

6. Deliberation on regional co-operation in population education

In the light of the deliberations on Agenda Items 3, 4 and 5, the Seminar shall consider what forms of action should be taken at the regional level to meet newly emerging needs and requirements at the country level, and the ways in which Member States implementing population education programmes might co-operate for the continuing renewal and improvement of population education programmes in both formal and non-formal education sectors. In this regard, the Seminar may also wish to consider the suggestions of the Technical Working Group (see the working document ROEAP-86/POPED-RCSPE/5).

7. Consideration and adoption of the report

The deliberations of the Seminar shall be embodied in a report which will be considered under this agenda item.

Annex 4

ACHIEVEMENTS *VIS-A-VIS* RECOMMENDATIONS OF 1982 REGIONAL CONSULTATIVE SEMINAR (REGIONAL LEVEL)

Recommendations	Achievements	Remarks
1.2 Organize regional consultative seminars periodically, inter alia, to assess needs, requirements in population education.	The 1986 Consultative Seminar is being organized as a result of this recommendation.	
2.2 a) Continue regional advisory services to Member States to create awareness; assist in needs assessment, project formulation; participate in national training programmes, curriculum and materials development, project review and evaluation; identify new developments and/or problems; and assist in the area of population education documentation.	From January 1983 to August 1986, the Regional Advisory Team undertook 129 missions (225 man-weeks) to 15 Member States (Afghanistan, Bangladesh, Bhutan, Burma, China, India, Indonesia, Japan, Malaysia, Maldives, Nepal, Pakistan, Philippines, Socialist Republic of Viet Nam, Sri Lanka and Thailand) to provide assistance in the recommended areas.	

Recommendations	Achievements	Remarks
b) Arrange inter-country visits especially for countries without population education programmes.	i) During the report period (January 1983 to August 1986), the Regional Adviosry Team organized 16 inter-country study visits of 2 to 3 weeks duration for 61 people from 10 countries.	The Governments of China, Philippines, India, Indonesia, Thailand, U.S.A., Pakistan, Turkey, France, Netherland, Sweden, Republic of Korea and Sri Lanka acted as hosts for the programme.
	ii) A special 3 weeks-long inter-country study visit programme was arranged for two officials from the Democratic People's Republic of Korea.	
3.2 Organize regional seminars for heads of country programmes and other key officials in order to create and sustain interest and commitment to population education.	No regional seminar could be organized.	This could not organized due to financial constraints.
6.2 Convene a regional workshop for the development of minimum and adequate curricular requirements for in-school and core learning requirements for out-of-school population education.	A regional workshop for the development of packages of adequate learning requirements in population education covering both formal and non-formal education sectors was organized from 17 to 30 July 1984. Sixteen participants from 13 couintries (Afghanistan, Bangladesh, China, India, Indonesia, Malaysia, Nepal, Pakistan, Philippines, Rep.	

154

Recommendations	Achievements	Remarks
	of Korea, Socialist Republic of Viet Nam, Sri Lanka and Thailand) attended the workshop. The participants developed prototype learning materials based on core messages which were published under the title "Learning Experiences in Population Education", by UNESCO ROEAP. The publication was disseminated among interested institutes and individuals.	
7.2 a) Assist Member States in organizing attachment programmes (funded from national projects).	During the reporting period (January 1983 to December 1985) the Regional Advisory Team organized 7 attachment programmes of 2-6 weeks duration for 23 participants from 6 different countries. The Regional Team also help arranged long-term fellowships (master's degree) for 3 participants from two countries. Governments of India, Philippines, Indonesia, and U.S.A. acted as host countries for the programmes.	
b) Organize sub-regional training courses (funded from national projects).	Nil	It was difficult to organize sub-regional courses to be attended by a group of countries because every country has its own preference for dates.

Recommendations	Achievements	Remarks
8. Undertake a joint project on innovative teaching methodologies.	A project on innovative teaching methodologies was undertaken by the Regional Advisory Team. The outcomes of this project were published in a regional publication entitled, "Teaching Methodologies for Population Education", and distributed among interested institutions and individuals.	
9.2 Organize a sub-regional workshop designed to train key personnel in developing problem/ target oriented materials.	Nil	The activity is scheduled for implementation during 1987.
10.2 Organize a regional workshop on evaluative research.	A regional training workshop on evaluative research in population education was organized from 20 to 31 May 1985. The workshop was attended by 23 participants from 14 countries (Afghanistan, Bangladesh, China, India, Indonesia, Malaysia, Maldives, Nepal, Pakistan, Philippines, Republic of Korea, Socialist Rep. of Viet Nam, Sri Lanka and Thailand). The outcomes of the workshop were published in a regional publication entitled,	

Recommendations	Achievements	Remarks
	"Evaluative Research in Population Education", and distributed among all interested institutions and individuals.	
12.2 c) Facilitate the flow of population education information in the region.	This was achieved through the following strategies: (a) establishment of a more organized and functional information resource base on population education in the countries; (b) direct information backstopping to national population education projects; (c) redistribution of outstanding and useful population education materials produced by the countries to other countries in the region; (d) more active provision of materials based on requests and in anticipation of information needs; (e) more appropriate repackaging and selective dissemination of information.	A yearly average of 25,000 publications are being disseminated to about 3,000 individuals and institutions in the mailing list.
d) Develop a handbook on effective transformation, repackaging and selective dissemination of information.	The handbook has been developed and printed. Distribution covers 1,500 recipients engaged in information processing and transformation in population education.	

Recommendations	Achievements	Remarks
e) Organize attachment and internship programmes.	Since 1983, three internship programmes on population education documentation and information services had been organized and 15 persons trained from Afghanistan, China, India, Indonesia, Maldives, Nepal, Nigeria, Pakistan, Sri Lanka and Thailand.	
f) Prepare a directory of organizations, personnel, resource persons and resources in population educaiton.	A directory on UNFPA-funded and UNESCO-assisted population education projects was published and distributed in 1983. It has been updated this year in the form of loose sheets of paper and distributed to those who received the first edition.	
13. Collaboration with other U.N. agencies such as ESCAP, ILO, WHO, FAO and International Non-Governmental Organizations in pursuit of quality of life through population education.	The Regional Advisory Team fully collaborate with all these agencies through mutual consultation for planning and implementing population education activities; undertaking joint inter-agency missions to backstop national projects; and sharing of experiences, publications and expertise for promoting population education programmes.	

Annex 5

THE REGIONAL PROGRAMME IN POPULATION EDUCATION IN ASIA: 1983-1986: A REVIEW

Introduction

UNESCO's Regional Population Education in Asia derives its mandate from the existence of population pressure which is impinging on development efforts and people's quality of life in the region. It is to be noted that about 58 per cent of World's population live in Asia. An FAO sponsored study estimated that 168 million people in Asia are already in areas where the carrying capacity has been exceeded, and that one third of the total 900 million hectares is in the critical zones.

Since the late 1960's, the feeling has been that humanity cannot remain complacent with rapid population growth. A multi-sectoral effort is imperative to contain population growth. Hence, there was a felt need for educational action to help alleviate the population problem.

Population education is the contribution of the education sector in a multi-sectoral approach towards the enhancement of people's quality of life. The programme is designed to make learners understand the interrelationship of population situation/change *vis-a-vis* development efforts and the people's quest for quality of life. In the long run, it is, perhaps, population education that could contribute substantially to the reduction of population growth. This

159

is because fertility behaviour is deeply rooted in the people's socio-cultural value behaviour standards. A re-analysis of the fertility decline in Europe in the 19th century revealed that it was due to a dramatic change in cultural attitudes brought about by the industrial revolution. Since no such major industrial revolution is expected in many developing countries in Asia, it is hoped that population education could help trigger re-orientation of pronatalist values. Population problems bristle with value laden issues. It has been shown that values are better re-oriented through education. For as long as people are clinging tenaciously on pronatalist values, the use of contraceptives will not happen in a big way. Paul Harrison aptly puts it when he says, "unless attitudes to large families .... are changed, making contraceptives available may provide a social service but it may not have a significant impact on the birth rate in many countries". Such attitude change is one of the ultimate goals of population education.

THE REGIONAL PROGRAMME

The 1970 Regional Workshop on Population and Family Education recommended *inter alia* that UNESCO establish a Regional Population Education Programme. In 1972-1973, the regional programme was set up at the UNESCO Regional Office with funding support from UNFPA. To date, the regional programme in Asia is manned by a Regional Team on Population Education consisting of a Regional Adviser on Population Education, a Regional Adviser for Out-of-School Population Education, a Regional Adviser for In-School Population Education and a Documentation Specialist.

Objectives

The five main cluster of objectives of the regional programme could be categorized under (i) provision of technical assistance via advisory missions; (ii) development of national expertise; (iii) assisting country programmes in coping with crucial problem areas and in developing prototype curricular materials/

strategies/research designs; (iv) providing a forum for the sharing of experiences and assessments of needs and requirements for future programming in population education; and (v) facilitating the flow of materials and informatin in population education.

ACHIEVEMENTS AND OUTPUTS

The achievements and outputs of the regional programme, particularly from 1983 to 1986 shall be discussed briefly with the above-cited cluster of objectives in mind.

Advisory services

A total of 129 advisory missions (225 man-weeks) was undertaken from 1983 to August 1986 to Afghanistan, Bangladesh, Bhutan, Burma, China, India, Indonesia, Japan, Malaysia, Maldives, Nepal, Pakistan, Philippines, Socialist Republic of Viet Nam, Sri Lanka and Thailand (see Table 1).

Table 1

Advisory missions to Member States from 1983 to August 1986

Country	1983		1984		1985		1986*		Total	
	No.	Man-weeks	No.	Man-weeks	No.	Man-weeks	No.	Man-weeks	No.	Man-weeks
1. Afghanistan	1	2	-	-	-	-	-	-	1	2
2. Bangladesh	-	-	1	2	2	4	-	-	3	6
3. Bhutan	-	-	-	-	-	-	1	1	1	1
4. Burma	-	-	1	2	-	-	-	-	1	2
5. China	4	13	3	9	4	10	2	5	13	37
6. India	6	11	2	9	3	8	4	5	15	33
7. Indonesia	6	9	1	3	2	3	2	3	11	18
8. Japan	-	-	1	1	-	-	-	-	1	1
9. Malaysia	1	1	1	2	2	5	2	2	6	10
10. Maldives	1	2	-	-	1	2	1	2	3	6
11. Nepal	2	3	3	7	3	8	3	3	11	21
12. Pakistan	1	2	2	5	2	3	2	3	7	13
13. Philippines	4	5	2	2	5	9	1	1	12	18
14. Soc. Rep. of Viet Nam	5	7	3	5	3	5	2	4	13	21
15. Sri Lanka	1	1	-	-	2	3	1	1	4	5
16. Thailand	3	13	10	6	11	9	2	2	26	41
TOTAL	35	69	30	54	40	69	23	32	129	225

*(Up to August 1986)

The advisory missions consisted of participation in (i) awareness and orientation programmes; (ii) UNFPA sponsored needs assessment missions; (iii) project planning and formulation; (iv) seminars and meetings; (v) curriculum and materials development; (vi) national training programmes; (vii) monitoring and project reviews; (viii) evaluation; and (ix) population education documentation (see Table 2).

Table 2

Advisory missions by country and purpose from 1983 to August 1986

Purpose \ Country	Afghanistan	Bangladesh	Bhutan	Burma	China	Japan	India	Indonesia	Malaysia	Maldives	Nepal	Pakistan	Philippines	Soc. Rep. of Viet Nam	Sri Lanka	Thailand	PDPIN	TOTAL
Awareness and orientation					1													1
Needs assessment				1	1		1		1		1	1			1			7
Project planning and formulation		1	1		3		4	4	1	1	1	2	1	2				21
Seminars and meetings					3	1	5	2	1		1		1			6		20
Curricular materials development	1				1		1	1		1	3	1	1	4		3		17
National training programme					3			2			2	1		2		6		16
Project review					3		5	4	3	2	9	1	1	2	3	4		37
Evaluation		1			1			2					1					5
Documentation		1										1	1	1		1	1	6
TOTAL	1	3	1	1	16	1	16	15	6	4	16	7	6	11	4	20	1	129

The outcome of the missions from 1983 to August 1986 is, of course, what is important. These are briefly summarized below:

1. Awareness and orientation. Key education officials from China, the Democratic People's Republic of Korea, were provided orientation to population education *via* an inter-country visit. Those from China were taken to Pakistan, India and Thailand. Those from the Democratic People's Republic of Korea were taken to the Philippines, India and Thailand.

2. Needs Assessment. During the period under review (1983 to August 1986), needs and requirements in population education were identified in Burma, China, India, Malaysia, Nepal, Pakistan, and Sri Lanka.

3. Project formulation. Based on the assessed needs from 1983 to August 1986 or earlier, the following projects were formulated with the assistance of the Regional Team:

   a) *Bhutan:* BHU/85/P01 - Population Eudcation System (Part of Strengthening of Family Health Services Project.)*

   b) *Bangladesh:* BGD/85/P08 - Population Education in Schools.**

   c) *China:* CPR/85/P38 - Population Education in Schools.
   CPR/85/P42 - Population Education Through Peasant Schools.

   d) *India:* IND/86/P01 - Population Education in the Formal Education System.
   IND/86/P30 - Integration of Population Education into Adult and Literacy Programme.

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*Under consideration by the Government.
**Under re-consideration by the Government.

IND/86/P35 - Integration of Population Education into College and Universities.

e) *Indonesia:* INS/86/P07 - Population and Family Planning Education Through Private Educational institutions.

f) *Malaysia:* MAL/85/P01 - Family Health and Family Life Education Through Family Development.

g) *Maldives:* MDV/84/P01 - Population Education in Formal and Non-Formal Education in Maldives.

h) *Nepal:* NEP/83/P12 - Population Education in the Non-Formal Education System.

i) *Pakistan:* PAK/85/P03 - Population Education Through Literacy and Adult Education Programme.**

j) *Viet Nam:* VIE/84/P06 - Population Education in the Formal and Complementary Education System.

Likewise, a new project in population education is also under preparation in Thailand, with the help of the Regional Team.

There are also projects which were formulated with the help of the Regional Team before 1983. These are the following:

a) *Nepal:* NEP/80/P08 - Population Education in the Formal Education System.

b) *Philippines:* PHI/80/P03 - Regionalization of Population Education.

c) *Sri Lanka:* SRL/83/P01 - Population Education in Schools.

d) *Thailand:* THA/78/P01 - Development and Implementation of Population Education.

****Under re-consideration by the Government.***

All the ongoing projects are being provided technical backstopping by the Regional Team, and those which are yet to be started shall also be assisted by the Regional Team.

4. Meetings and seminars. Through these meetings, key educators and other officials were provided orientation on the nature, goals and role of population education. In some countries, seminars served as a forum for exchange of experiences, in assessing emerging needs and requirements and in jointly planning action programmes in population education. Some countries organize seminars regularly (e.g. in China every year).

5. Curricular materials development. From 1983 to August 1986, curriculum development workshops organized in the countries have resulted in the preparation and publications of many innovative materials. A few outstanding ones were featured in the Population Education in Asia and the Pacific Newsletter.

6. National training programme. In the training programmes in which the Regional Team participated a total of 1,631 teachers and key personnel were trained from 1983 to August 1986.

7. Project reviews. The Regional Team makes it a point to arrive about a week before the actual TPR session, for project site visits. With such visits, the Regional Team were able to generate invaluable field data for the TPR session. With such data, more realistic revised annual work plan and budget are prepared. Likewise, in this TPR special efforts are made to identify opportunities for further improvements of project efficiency and effectiveness. A technical backstopping plan is usually also agreed upon in the TPR.

8. Evaluation. During mid-term reviews of the project, an evaluation of the performance of the project *vis-a-vis* the immediate objectives are done, with the assistance of the Regional Team. From 1983 to August 1986, the Regional Team participated in the mid-term reviews of the country projects in Malaysia, Thailand and Viet Nam. A more thorough evaluation is usually done towards the end of the project cycle. In this regard, the involvement of the Team was peripheral. In a few countries, like Thailand, the Regional Team was involved in the development of the evaluative research design. In Bangladesh, the Regional Team actually did the evaluation, in collaboration with the national project staff.

9. Documentation. Three countries, Bangladesh, Pakistan and Viet Nam were assisted in streamlining their population education documentation centres, and in training those manning the centres.

Development of national capabilities

The development of national capabilities in population education is an important objective of the regional programme. This takes five forms; namely (i) regional training programme; (ii) short-term course and long-term fellowship; (iii) study visits and attachment; (iv) national training programme; and (v) assistance to Member States in building population education information resource base. The total number trained through these various modalities [i.e. (i) to (iv)] is shown in Table 3.

Table 3

Development of national expertise by country and training programmes 1983 - August 1986

Activity	Afghanistan	Bangladesh	China	Dem. People's Rep. of Korea	Egypt	India	Indonesia	Malaysia	Maldives	Nepal	Nigeria	Pakistan	Philippines	Rep. of Korea	Soc. Rep. of Viet Nam	Sri Lanka	Thailand	U.S.S.R.	Total
1. Regional	4	5	7	1		9	7	6	3	7		7	9	5	8	5	9	1	93
2. Short-term course			12												2				14
3. Study tour			7		2	7	11	7	1		1		12		6		7		61
4. Attachment	4								3										7
5. National Training			352			36	259			108		112			314		450		1,631
6. Long-term fellowship								1		4									5
7. Inter-country Mobile Training			2	2		1	1			1		1	1		2		2		13
8. Internship in Population Education Documentation	1		4			2	1		1	1	1	1	1		5	1			19
TOTAL	9	5	384	3	2	55	279	14	8	121	2	121	23	5	337	6	468	1	1,843

The Regional Team also assist the Member States in building population education information resource base. To date, a total of US$84,000 had been spent for the procurement of 11,000 titles for China (US$51,600), Indonesia (US$2,300), Maldives (US$2,000), Nepal (US$15,000), Viet Nam (US$11,500) and Sri Lanka (US$1,600). The Regional Team also assisted in setting up a Mobile Population Education Library for Bangladesh and Sri Lanka.

Assisting country programmes cope with crucial problems and develop prototype curricular materials/ strategies/designs

Strategy. It was noted that very often, formal and non-formal population education tend to go on separate ways instead of being mutually complementing and reinforcing. Hence, in 1983, a Regional Seminar developed strategies for the coherence and co-ordination of formal and non-formal population education.

Core messages. One of the main shortcomings of country programmes in population education is that population contents integrated in school subjects and non-formal education programmes are quite inadequate in bringing about desired attitude change regarding population issues and problems. Population concepts tend to be spread thinly into too many school subjects in the formal education, and in so many non-formal education programmes. In so doing, the message tends to be diluted and rendered less effective. Hence, the 1984 Regional Workshop developed core messages in population education and sample learning experiences for use in both formal and non-formal population education for adoption and adaptation in the countries.

Evaluative research. It has been noted that more systematic evaluative researches need to be done to enable country programmes in population education to clearly manifest effects and impact on students, teachers, field workers, out-of-school youth and adults. Hence, UNESCO organized a Regional Training

Workshop, which *inter alia* developed process skills on evaluation and evaluative research among the participants, as well as prototype evaluative research designs cum research instruments for adoption or adaptation in the countries of the region.

Sharing of experiences and planning for the Future

All the regional seminars and workshops provided for sharing of experiences in specific or some aspects of population education. A Regional Consultative Seminar, such as the 1986 Regional Consultative Seminar also provides an opportunity for assessing emerging needs and requirements which are the bases for future programming in population education.

Facilitating the flow of mateials

The Regional Team facilitates the flow of population education and materials among countries of the region and within countries through its enquiry service, current awareness, SDI service and repackaging of information into newsletters, abstract-bibliographies, booklets, manuals and through its training programme. A total of 21 librarians/documentalists from 12 countries had been trained from 1983 to 1986 (see Table 4).

Table 4

Librarians/documentalists trained in population education documentation and information services by country and year

Year	Afghanistan	Bangladesh	China	India	Indonesia	Malaysia	Maldives	Nepal	Nigeria	Pakistan	Philippines	Sri Lanka	Thailand	Soc. Rep. of Viet Nam	Grand Total
1983			2								1			2	5
1984	1			1										2	4
1985					1			1	1	2		1			6
1986			2	1			1							1	5
TOTAL	1		4	2	1		1	1	1	2	1	1		5	21

The number of publications distributed in the countries from 1983 to July 1986 is shown on Table 5.

Table 5

Distribution of publications in the region by year

Nature	1983	1984	1985	1986 (Jan.-Aug.)
Bulk mailing of Regional Population Education Team's publications.	21,198	13,020	12,821	12,852
Individual requests.	5,000	5,002	3,900	2,870
In support of meetings/missions.	500	-	450	730
SDI activities* in support of project activities.	-	2,486	1,726	2,690
Total number of publications distributed.	26,698	20,508	18,897	19,142

A very important concern in this regard is to ensure that the materials sent to the countries are relevant to their needs. This is done by sending materials that are requested. In addition, at the start of each year, the Regional Team examines the project activities envisioned in the annual work plans of country projects in population education. The Regional Team then sends materials deemed necessary for such project activities. From 1984 to July 1986, the number of materials/documents sent to the countries are shown in Table 6.

**See details in Table 6*

Table 6

Packages of materials in support of project activities of country programmes

Country	1984*		1985		1986 (Jan.-Aug.)	
	No. of SDI Packages	No. of Documents	No. of SDI Packages	No. of Documents	No. of SDI Packages	No. of Documents
Afghanistan	5	55	8	61	4	42
Bangladesh	12	115	7	53	2	19
China	2	28	18	255	18	310
India	35	380	38	375	73	1,141
Indonesia	24	260	19	162	24	394
Malaysia	3	23	6	60	1	10
Maldives	-	-	6	74	7	150
Nepal	13	120	6	44	5	63
Pakistan	8	66	2	19	3	41
Philippines	21	253	39	367	20	258
Rep. of Korea	8	68	1	20	5	42
Socialist Rep. of Viet Nam	5	48	1	36	2	45
Sri Lanka	1	19	2	20	2	23
Thailand	3	32	7	47	9	118
Pacific countries	2	20	15	133	2	34
TOTAL	142	1,487	175	1,726	177	2,690

EFFECTS AND IMPACT

With these discussions about the performance and outputs of the Regional Team, may we invite you, the very distinguished participants, to judge if, in fact, we have realized the specific objectives of the Regional Programme, particularly from 1983 to August 1986.

**Programme started in 1984.*

The Regional Team realizes, of course, that efforts and outputs are not the ultimate tests of an effective regional programme. The *effects* and *impact* of the programme are, perhaps, better indicators of the success of the regional programme, or any programme for that matter. One then wonders, if the advisory missions produced the desired effects and impact? It is true that through various training modalities, the Regional Team help trained more than 1,800; but are these educators, teachers and other key officials actively involved in population education? If they are teaching population education, are they doing it efficiently and effectively such that the desired attitude changes are taking place, and for those taught population education and are now married, has the programme produced the desired impact?

Have the prototype curricula materials strategies, evaluative research designs been adopted or adapted for wider dissemination and use in the countries? And are those having the desired effects and impact?

To what extent are assessed needs and requirements made the bases for future programming in population education?

Lastly, are the thousands of publications and materials that the Regional Team are sending you useful to you? Again, are these materials helpful in bringing about the desired re-orientation of pronatalist values?

If the Regional Team tells you its own findings *vis-a-vis* each of these cluster of questions and or issues, it may not be so convincing. Hence, we should like to invite the very distinguished participants from the Member States represented in this Seminar to be the one to tell us, about your perceptions of the effects and impact of the regional programme on your own country programmes in population education.